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DEVELOPMENT PROSPECTUS. THE ART OF THE POSSIBLE.
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THE CREATION OF A DEVELOPMENT PROSPECTUS FOR THE GROWTH OF A PERMANENT CAMPUS FOR THE OKLACOSA-WALTON JUNIOR COLLEGE IS DESCRIBED. FACILITY REQUIREMENTS WERE INFLUENCED BY AN ANALYSIS OF FACTORS RELATED TO PRESENT AND PROJECTED ENROLLMENTS. FACTORS INCLUDED THE NUMBER OF STUDENTS IN PRESENT AND PROJECTED DEGREE PROGRAMS AND A POPULATION PROJECTION FOR AREA SERVED BY OWJC. THE EDUCATIONAL SPECIFICATIONS WERE DETERMINED BY AN ANALYSIS OF THE TYPES OF LEARNING ACTIVITIES AND SERVICES, AND THE RELATION OF THESE ACTIVITIES AND SERVICES TO SPACE UTILIZATION. PARTICULAR ATTENTION WAS GIVEN TO FACILITIES REQUIREMENTS FOR ADULT EDUCATION PROGRAMS. A DISCUSSION OF THE SITE ANALYSIS, SITE UTILIZATION, AND ARCHITECTRUAL CONCEPTS LINKING BEAUTY AND FUNCTION IS GIVEN. NUMEROUS GRAPHICS ILLUSTRATE THESE CONCEPTS. THE APPENDIX LISTS DATA PERTINENT TO THE ENROLLMENT PROJECTIONS. (HH)

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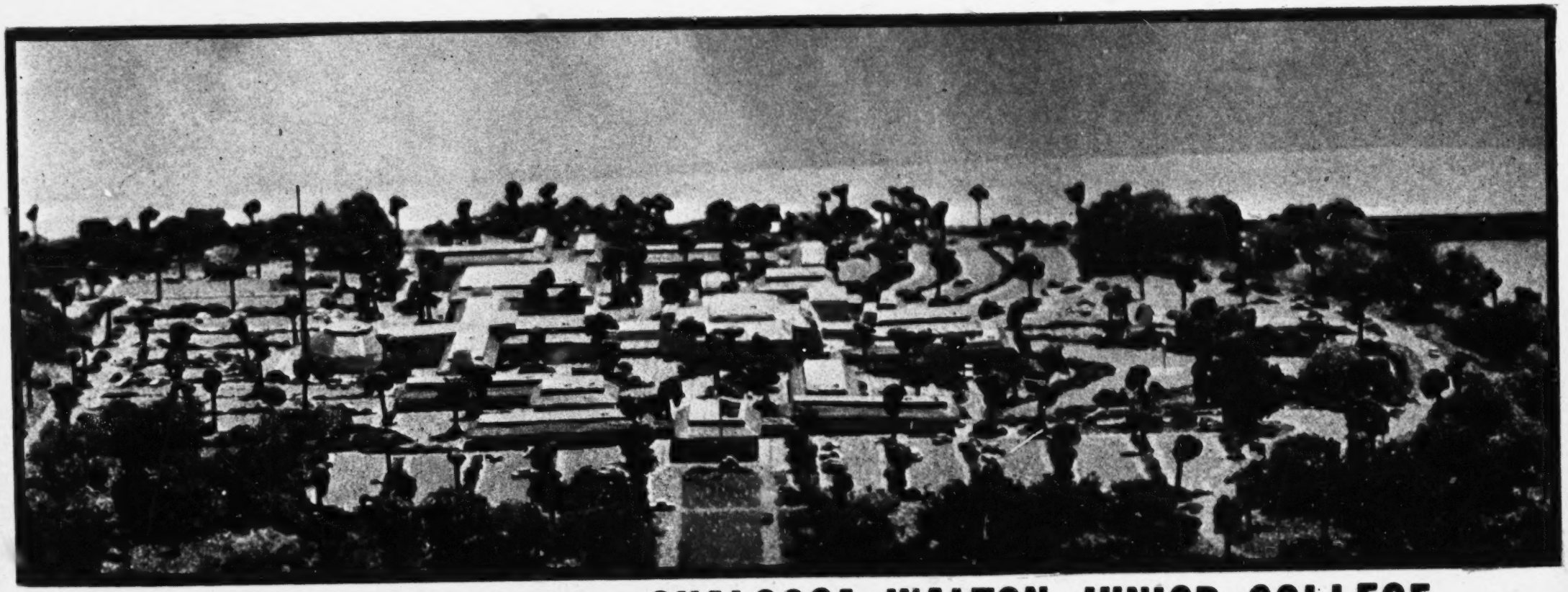
DEVELOPMENT PROSPECTUS

—the art of the possible—



for: OKALOOSA-WALTON JUNIOR COLLEGE

by: RICKS + KENDRICK, architects

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The Okaloosa-Walton Junior College is accredited by the Florida State Department of Education; is a candidate for membership in the Southern Association of Colleges and Schools; and is a member of Florida Association of Public Junior Colleges, The American Association of Junior Colleges and the Southern Association of Junior Colleges.

acknowledgements

This report on the creation of a development prospectus for the orderly growth of a permanent campus for the Okaloosa-Walton Junior College has been truly a team effort. The role of this firm has been only a part of the effort which has created the "final report", a report which will provide the guide lines for establishment of the permanent college campus.

We are grateful for the continual support, assistance and encouragement of the County Boards of Public Instruction, their Superintendents, the College Advisory Committee, the College Staff, the County and Municipal Governments of the two-county community, and the many civic-minded people who have given of their time, their energies and their material goods in the evolution and growth of the College as it is today and as it shall become in the future.

We are especially indebted to so many individuals for their cooperation and assistance that individual acknowledgment defies any rational, equitable accomplishment. As always, those who give so freely and fully of themselves live eternally through such monuments of concern for fellow man as this very College.

Certain individuals have been, of course, particularly related to and involved in accomplishment of the campus planning. To these persons we specifically

express our gratitude and appreciation for their constant unfailing interest and effective counsel. Among these persons are: Dr. Lee G. Henderson, Community Junior College Division, Florida State Department of Education; Mr. John T. Foster, School Plant Section, Florida State Department of Education; Mr. E. A. Emmelhainz, Industrial Education Section, Division of Vocational, Technical and Adult Education, Florida State Department of Education.

A very special expression of our thanks is extended to Dr. J. E. McCracken for the enormous amount of time which he has spent to date in this planning endeavor. The pressing duties of the President in the operation of an on-going program necessitated sacrifice of his normally free time. For this we are particularly grateful.

A great deal of the material, especially the Facilities Survey Report, has been prepared by the OWJC Faculty and Staff under the direction of Dr. J. E. McCracken, President. This information is presented in detail and is incorporated in part from the educational specifications to assure a permanent record readily available for use and review within this document. The material has been rearranged into this format and edited in order to facilitate its use accordingly.

This development prospectus, derived from the OWJC program itself, is intended as a broad outline within which the Architect is not put into a strait jacket, but is merely advised as to the institution's orientation and commitments that must be respected to bring the total concept into being.

The challenge is indeed an inspiring one. We are grateful for the opportunity to have been a member of this team.

Ricks + Kendrick

architects

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INTRODUCTION

The Board of Public Instruction of Okaloosa County, on behalf on Okaloosa-Walton Junior College and its Advisory Committee, on December 14, 1965, contracted with the architectural firm of Ricks and Kendrick to initiate the master planning, the designing, and subsequently the construction of the permanent campus of Okaloosa-Walton Junior College. By this action, a cooperative relationship was established between the Architects and the administration of the College, through which the development of this plan was to become a mutual team effort of both organizations. Early phases of interaction between the College and the firm were a process of familiarization with the College -- its Role, its Purposes and Programs, its Philosophy and its Interpretation of the architectural contribution to its mission.

A ROLE

Through numerous discussions it became clear that Okaloosa-Walton Junior College is committed to a unique, critically important educational mission. While conforming to statutory provisions by which junior colleges are authorized in the State of Florida*, OWJC actually derives its role from within a broader context: "... its determination to assist in making continuing study a reality for students of all ages."**

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*Section 228.14, Florida Statutes, defines the junior college as an institution which offers: "(A) A program of general education consisting of classical and scientific courses... parallel to that of the first and second years of work at a senior four-year state institution of higher learning, (B) Terminal courses of a technical and vocational nature, and (C) Courses for adults."

**Extract from the official "Point of View" of the College.

PURPOSES AND PROGRAMS

Translation of this role into realities of programming and action followed shortly upon the heels of the establishment of the College in December 1963. The College in its earliest formative days began its study of and movement toward the legal framework which might best implement its stated purposes. In August, 1964, a committee of twenty-five citizens at large from the two-county area - the Adult Studies Advisory Council - began, with the College administration and the Okaloosa and Walton County school staffs, an intensive and definitive analysis of the educational needs of the two-county area and of the operational plan for these educational services within the counties which could best meet those needs. The Council recommended on December 1, 1964, to the Advisory Committee of the College the adoption of State Plan I* as the modus operandi of the College in relationship to educational services for all adults (those persons legally out of grades K-12) in the two-county area, to wit:

> "... that the community junior college have primary responsibility for education of persons beyond the high school age."

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*Section 130-8.73 - State Plan I. (For a description of this Plan, see Appendix)

Subsequent adoption of this Plan by the Boards of Public Instruction of both Okaloosa and Walton Counties on December 8, 1964, confirmed the nature and purposes of Okaloosa-Walton Junior College. Implementation of the programs thus defined led to designation in June, 1965, of Okaloosa-Walton Junior College as the Area Vocational Education School Facility for these two counties and provided for initiation, on July 1, 1965, of the first phases of the broadly-conceived spectrum of offerings necessary to fulfill the established mission of educational services to all persons beyond compulsory attendance ages who are legally out of grades K-12.

Thus by dictate first of commitment and then of legal provision, Okaloosa-Walton Junior College established its purpose and role as an educational institution. This purpose and this role begin to take form in the stated objectives of the College:

To provide:

- An harmonious educational environment which may enhance the learning experience of each and every participant in each specific offering and activity of the College;

- Two years of college study which is directly applicable to degrees at the baccalaureate level;

Two years of college study which will prepare individuals for those positions in industry, commerce, and the service occupations, which require such preparation as a condition of or preference in employment;

Specialized occupational, certificate programs which focus directly upon effective, gainful employment;

Adult general education programs which may lead to a special certificate, a diploma, to particular personal satisfactions, and to new educational and occupational opportunities;

Services of personnel and use of facilities of the College, as may be suitable, to benefit appropriate interests of its two-county community;

Stimulation and assistance in facilitating enrichment of the cultural climate of its two-county community.

Present Offerings

Fulfillment of the mission of the College depends upon realization of these objectives through its programming. At the present time, Okaloosa-Walton Junior College is implementing those objectives pertaining to instructional programs through the following offerings:

The Associate of Arts Degree, which leads to pursuits of advanced degrees in:

- Business Administration
- General Arts
- Home Economics
- Liberal Arts
- Engineering
- Law
- Medicine
- Ministry
- Scientific (General)
- Teacher Education (General)
- Teacher Education (Science)

The Associate of Science Degree, which leads to positions in industry, commerce, and the service occupations which require such preparation as a condition of or preference in employment in:

General Business (Secretarial)
General Business (Managerial)
Food Service Management
Drafting and Design
Electronics
Industrial Management

Specialized occupational, certificate programs, which focus directly upon effective, gainful employment in:

Agriculture and Agri-business
Business
Distributive Occupations
Home Economics
Industrial-Technical Occupations

Adult general education programs, which may lead to a special certificate or diploma; to particular personal satisfactions; and to new educational and occupational opportunities.

Additional Offerings

In order to meet the needs of the community during the next four years, Okaloosa-Walton Junior College will continue to offer the programs now in operation and in addition will plan to increase offerings in the following areas:

Technical and Industrial Education:

- Data Processing
- Aviation Mechanics
- Metals and Welding
- Drafting and Design
- Electronics
- Radio and Television
- Electrical Wiring
- Auto Mechanics
- Air Conditioning, Heating, Refrigeration
- Health Occupations
- Cosmetology
- Management

Fisheries:

- Marine Science

Vocational Home Economics:

- Food
- Clothing
- Child Care

Agriculture and Agri-Business:

- Forestry (special programs)
- Rural Electricity
- Farm Mechanics and Welding

Vocational Business and Distributive:

- Typewriting
- Dictation
- Secretarial Office Practice
- Office Machines
- Bookkeeping
- Merchandising and Sales Training
- Supervisory Personnel Development

These early developments produced two valuable contributions to the firm and to the College as they became involved in the planning process: (1) The philosophy, programming and mission of the College had become clearly established prior to the initiation of campus-planning activities; and (2) the College was able to bring to the planning situation basic statistical data and empirically-tested programming based on 18-months of actual operations.

At an early meeting between the Architects and the College planning group, OWJC's President, Dr. J. E. McCracken, summarized the philosophy which undergirds the educational specifications of the College:

A PHILOSOPHY

"We envision... through our program a movement that will enable an individual to experience all aspects of our great heritage - from arts to sciences; from chemical creativity to technical productivity; from contemplation of primeval origins to consideration of ultimate destinies.

"The new campus of OWJC should characterize this heritage by infusion of the crafts and the liberal arts, blending these two inheritances into one unified whole, both in program and in architecture. The average liberal arts college program stigmatizes the vocational-technical studies by isolating them on campus, relegating them to off-campus locations, or totally ignoring them in the college program. Vocational-technical programs, for the most part, have focused upon the theme of 'skilled and ready for work,' with little concern or regard for the meaning and value of that work in the American society. We can ill afford just to 'tolerate' the occupational studies on the one hand, or the liberal arts on the other, but must come to appreciate both

as indispensable, interwoven elements upon which our culture depends. Thus, we envision that the student of this College, through his interactions with his environment, his contemporaries, and his instructors, may discover for himself a fuller, more meaningful life - a better concept of his heritage and higher aspirations for his future."

and gave his interpretation of the architectural contribution to the educational mission of the College:

AN INTERPRETATION

"We envision through our architecture an atmosphere which will stimulate people to visit the campus - to experience education firsthand...

a center of learning resources which enables the learner to draw forth its wealth of information through media which he can readily activate through his own initiative...

a bookstore where a student can examine and purchase a book by William James; a library where he may examine and borrow that copy of James, if he prefers...

laboratories which become sensory experiences to the observer as he views the drama of discovery, creativity, substantiation and fabrication...

seminar spaces which demonstrate the dynamic interaction of the learner and scholar...

activity areas which provide opportunities for the 'creative drift' of informal and casual learning...

"Our essential concept is for an atmosphere that will make no one a stranger to the College, and the College a stranger to no one."

A TRANSLATION

On the basis of the background, philosophy, and expectations of Okaloosa-Walton Junior College, the Architects find for themselves an inspired challenge to be creative in their approach to the master planning itself and to the architectural implementation of it. Thus, the Development Prospectus presents data which define the nature of the institution and its clientele; an analysis of these data; architectural interpretations; and the plan which translates the quantitative and qualitative implications of the data into the new campus of Okaloosa-Walton Junior College.

OKALOOSA-WALTON • JUNIOR COLLEGE

EDUCATIO OPTIMA

1963

BASIC DATA

Okaloosa-Walton Junior College serves the two counties of Okaloosa and Walton as the cooperating counties contributing to its support, operating within a framework provided and established by the State Board of Education.

JUNIOR COLLEGE SYSTEM

Fuller understanding of the program and operations of the College may derive from brief consideration of the system within which the College operates. Each junior college which has been established is part of a long-range master plan for higher education in the State of Florida, a primary objective of the plan being to bring higher education within commuting distance of each citizen of the State of Florida. This plan was adopted by the 1957 Florida Legislature and has been implemented step-by-step since July 1, 1957.

The organizational pattern established for operation of the junior colleges provides that there shall be a State Junior College Board acting on behalf of the State Board of Education. Liaison with the State Department of Education and with the State Junior College Board is through the Community Junior College Division of the State Department of Education.

ORGANIZATION

Junior colleges are placed under trusteeship of the Board of Public Instruction of the county of location, with responsibility to provide services to those counties involved in its support. The State Board of Education appoints an Advisory Committee for each junior college, consisting of persons recommended by the local Boards of Public Instruction. Any and all matters pertaining to operation of the junior college must come to the County Board as a recommendation from the Junior College Advisory Committee. The junior college president, as the chief administrative officer of the college, serves as Executive Secretary of the Advisory Committee. The Superintendent of Public Instruction serves as Executive Secretary of the Board of Public Instruction. The superintendent and the president work cooperatively to correlate the operations of the junior college with those of the total county school system. Within this context, the president

is responsible for implementation of the established policies of the college.

A graphic representation of the organizational pattern of junior colleges within the State of Florida is shown in Figure I.

PHENOMENAL GROWTH

While Okaloosa-Walton Junior College was established as the 30th junior college, planned consolidation of certain junior colleges throughout the State brought the total number as of Spring 1966 to 25. These 25 junior colleges serve 53 counties which constitute more than 82% of the State's total population.

The extraordinary growth in junior college enrolments since 1957 confirms the contribution which these institutions of higher learning are making through their educational services in the State of Florida. As indicated in Figure 2 , enrolments in junior colleges between 1957 and 1964 increased from 20.5% to 54.8% for first-time in college on-campus student enrolments among Florida institutions of higher learning.

The enrolment projections for Okaloosa-Walton Junior College demonstrate the similar increase in enrolments within the local area (e.g., increase of

TABLE 1.

FLORIDA JUNIOR COLLEGE ORGANIZATION

STATE - COUNTY - LOCAL
1964 - 1965

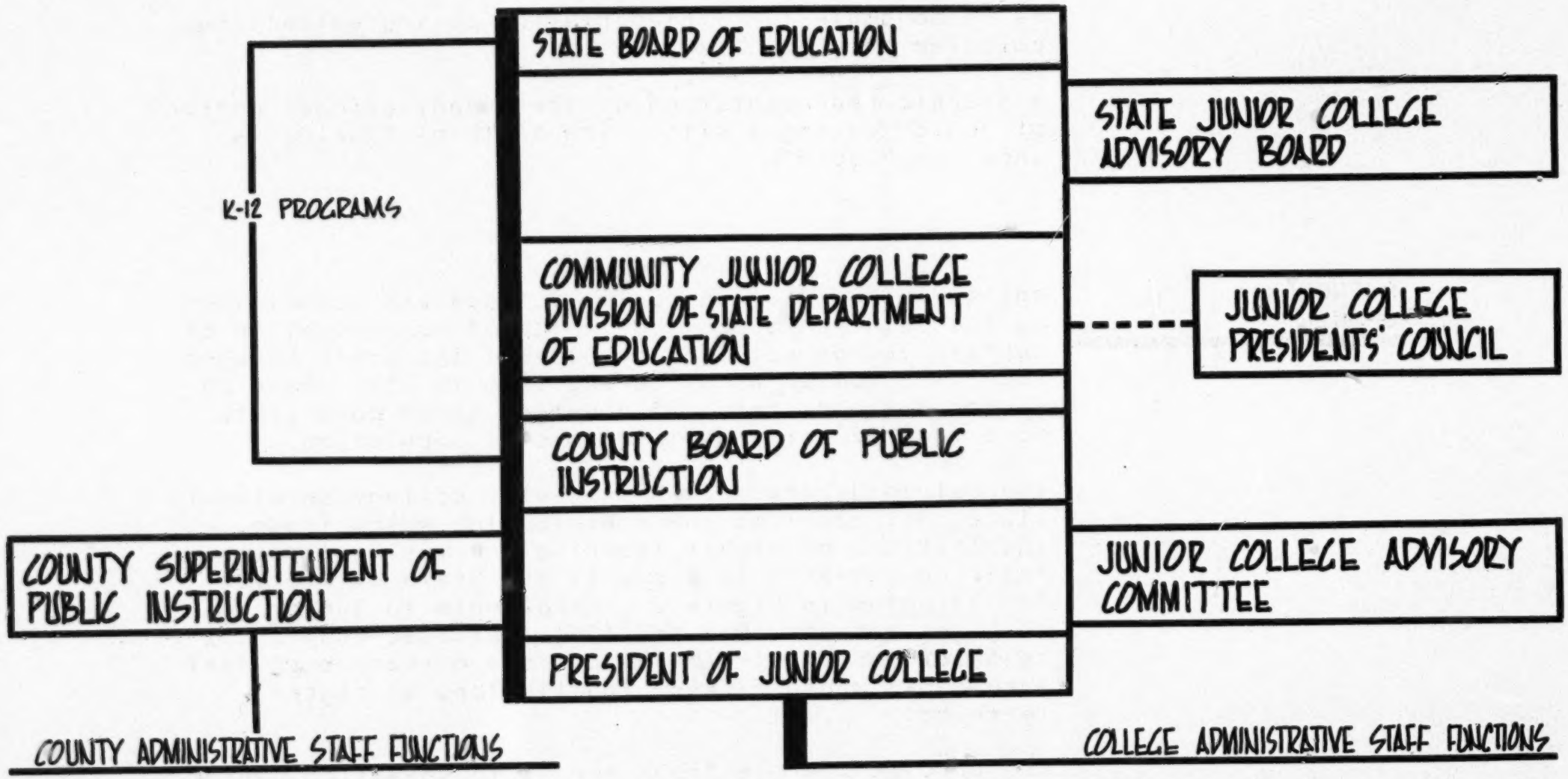
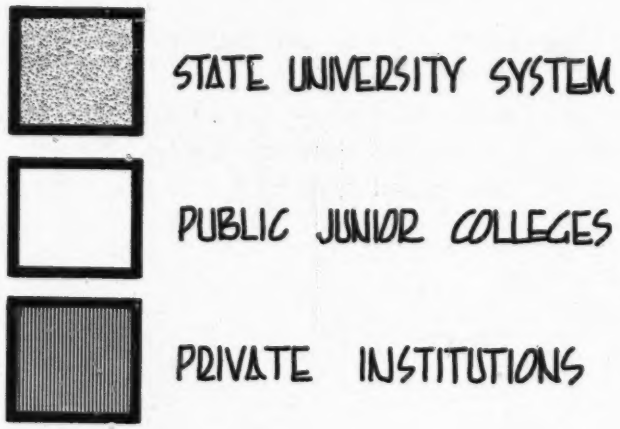


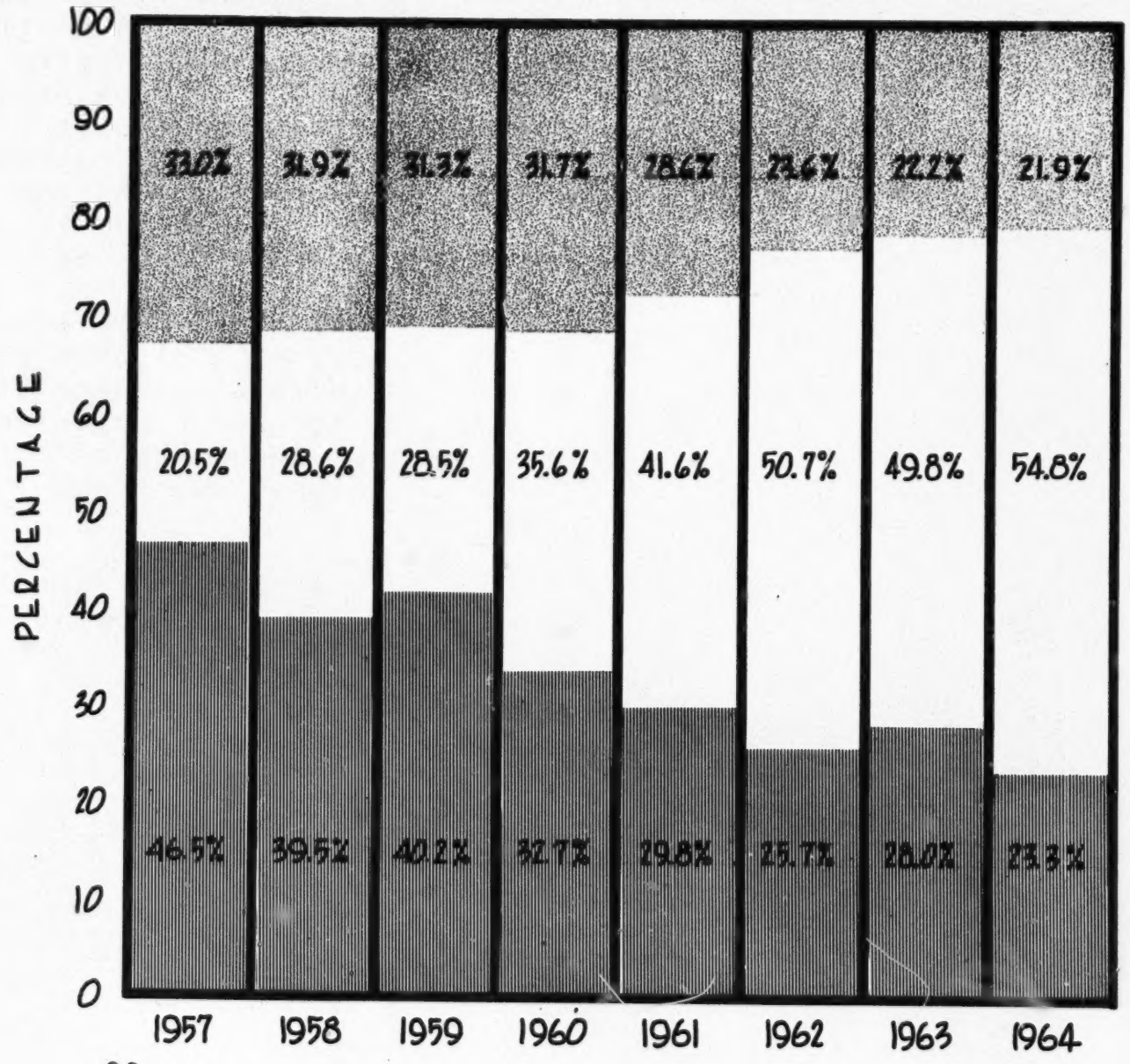
FIGURE 2.

FLORIDA PUBLIC JUNIOR COLLEGES

DISTRIBUTION OF ALL FIRST-TIME-IN-COLLEGE ON-CAMPUS STUDENTS AMONG FLORIDA INSTITUTIONS OF HIGHER LEARNING: FALL 1957--FALL 1964

SOURCE: BOARD OF CONTROL ENROLLMENT, FALL 1964





high school graduates attending college from a 1963 percentage of 35.1 in Okaloosa County to OWJC's 1964 opening date percentage of 70.3; and for the same years in Walton County, from 23.0% to 43.5%). By virtue of its broadly-conceived programming, student enrolments in adult vocational-technical and general education are also involved. The impact of the junior college program is similarly reflected in these enrolments. Because of the general experience among junior colleges throughout the State, the enrolment projections for the College are considered to be conservative by the survey teams and consultants who have reviewed them.

The basic data which follow may take on more meaning by means of this short review of the general organizational pattern of the junior college system in the State of Florida and of the growth and development of these junior colleges as unique institutions of higher learning.

development of enrolment projections

Numerical data which are contained in enrolment projections can produce either of two end products: (1) the routine square footage calculations of the brick and mortar of a campus; or (2) the human dimensions for a campus, which dimensions are to be accommodated within the physical environment (both interior and exterior) defined by those human dimensions.

In its development of enrolment projections, Okaloosa-Walton Junior College, in close working relationship with its Architects and with its two-county community, has sought to be sensitive to the nature of its clientele (their history, their present, their future) as the various, essential quantitative statistics have been complied. There is little doubt now in the minds of the Architects and of the College that this extra effort to empathize as well as to analyze has brought into otherwise cold statistics a human dimension factor that will inescapably evidence itself in the final physical products of the architectural endeavors.

Demographically, the Okaloosa-Walton County area presents a bimodal study in contrasts, these contrasts by their very nature creating unique challenges in the domain of educational services. These characteristics combine with the a priori philosophical commitment of the College to reinforce the validity and appropriateness of State Plan I as the most suitable operational pattern for the College.

Recapitulation of the multifarious characteristics of the two-county area is not feasible in one brief section of a report (partly because these characteristics become, at points, intangible derivatives of months of survey, analysis, and study). Nonetheless, a review of some salient characteristics seems advisable in an endeavor to convey even a fragment of the human dimensions of the proposed campus.

One aspect of the paradoxical nature of this two-county area is revealed in the August 6, 1965, compilation by the Florida Development Commission of 1964 population data. These data reveal a population in Okaloosa County of 73,700 (1,200 greater than the original estimates for 1964), with an educational mean among adults of 12.1 years. Walton County, as reported in the same document, displays a population of 15,900 with a mean educational accomplishment among its adults of 8.6

years. While these contrasts are categorized into county areas in the Commission report, subdivision of the population characteristics within any one county shows comparable intra-county contrasts.

While the economic stature of the College's county of location stands high by comparison with other counties in the State, a goodly percentage of the populace is in acute need. In Okaloosa County, 22% of the population (by family) earn under $3,000 per year; in Walton County, 48.2% of the population (by family) earn under $3,000 per year. Unemployment percentages range from 3.4% in Okaloosa County to 5.8% in Walton County.

The educational characteristics of the two counties as of 1960 are summarized in TABLE I.

This picture is already showing evidence of rapid change in that 70.3% of the high school graduates in Walton County entered institutions of higher education in the Fall of 1964 in contrast to percentages ranging from 13.3% to 35.1% in Okaloosa County and from 15.6% to 23.0% in Walton County during the previous years, 1958 to 1963.

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*Office of the Board of Regents, "Enrollment in Florida's Institutions of Higher Learning, Fall, 1964." Publication No. 102, 1965, Table 13, p.80.

TABLE I EDUCATIONAL CHARACTERISTICS OF POPULATION

OKALOOSA COUNTY	WALTON COUNTY
- 46% (12,642 persons) of adults 25 years of age or older are school dropouts.	- 76% (6,396 persons) of adults 25 years of age or older are school dropouts.
- There are 1200 more adults who do not have sufficient education to read a daily newspaper (6th grade or less) than those with university degrees.	- There are 8 times as many adults who do not have sufficient education to read a daily newspaper as those with university degrees.
- 5 out of 20 have no more than an 8th grade education.	- 11 out of 20 have no more than an 8th grade education.
- 4 more out of 20 dropped out of school while in high school.	- 4 more out of 20 dropped out of school while in high school.
- 9 out of 20 were school drop outs.	- 15 out of 20 were school drop outs.
- 7 more out of 20 terminated formal school upon graduation from high school.	- 3 more out of 20 terminated formal school upon graduation from high school.
- 16 out of 20 never entered higher formal schooling.	- 18 out of 20 never entered higher formal schooling.
- 4 out of 20 continued formal school after high school.	- 2 out of 20 continued formal school after high school.
- 2 only out of 20 have four or more years of college.	- 1 only out of 20 has four or more years of college.

Source: Derived from 1960 U. S. Census

Major fields of specialization have ranged from the sciences through the humanities and the arts to social sciences and communications. The advent of Okaloosa-Walton Junior College has opened up new horizons for scholars, younger and older, who could not otherwise have hoped to fulfill their academic aspirations.

Similarly, enrolments of adult studies programming are increasing sharply. Some 1591 adults have within the months of August 20, 1965, to December 18, 1965, enrolled in the Adult Studies programs of the College. These enrolments ranged from adult general and adult basic education courses through the spectrum of courses in auto mechanics; electronics; aviation mechanics; air conditioning, heating, and refrigeration; office education; management and personnel development. Already the impact of change upon the 1960 census report is becoming evident. Non-readers are becoming readers; unskilled are becoming skilled; non-high school graduates are completing high school; entry level employees are finding through education the means of advancement. Human dimensions are becoming clearer as they relate to the purpose and role of OWJC.

In light of the concern of the College for representation of the human dimensions among numbers, the statistical treatment of projected enrolment data become structured into the following categories: (1) Projected Enrolments, 1965-66 to 1975-76, in Adult Studies Programs; (2) Projected Enrolments, 1965-66 to 1975-76, in Adult Studies Program Offerings According to Bulletin 70H-9 Categories; (3) Projected Enrolments, 1965-66 to 1975-76, in Degree Programs; and (4) Total Projected Enrolments, 1965-66 to 1975-76, for Okaloosa-Walton Junior College (all programs).

While the inherent difficulties and risks in making enrolment estimates are acknowledged, the College declines the privilege of hiding behind such difficulties and risks as reasons for any less-than-best efforts to ascertain and declare its most conscientious estimates derived through defensible methodologies.*

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*The College is indebted to the Research Division of the Florida Development Commission; to the Program Services Section of the Division of Vocational, Technical, and Adult Education; to the research staff of the Civil Engineering Division at Eglin Air Force Proving Ground Center; to the College of Engineering of the University of Florida (GENESYS Program staff); to the Okaloosa and Walton County school staffs; and to the Division of Community Junior Colleges for assistance in terms both of basic statistical data and counsel on methodology. In addition, the assistance of local agencies, organizations, and personnel in provision of data essential to formulation of these projections has been invaluable. Throughout the entire planning process, Dr. Harold L. Cramer and Mr. John T. Foster of the School Plant Planing Section have consistently provided vitally important guidance and assistance in both methodology and general concepts.

ENROLMENT PROJECTION
adult studies programs

PROJECTED ENROLMENTS, 1965-66 TO 1975-76, IN ADULT STUDIES PROGRAM

The unique, broadly-conceived approach of the College to educational services has produced numerous intriguing and challenging problems. By no means least among them has been identification of a rational means for projecting Adult Studies enrolments.

Conferences with section heads of the Division of Vocational, Technical and Adult Education and perusal of recent literature on enrolment projections*

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*Especially, USOE, Circular #790, "Projections of Educational Statistics to 1974-75" (1965 Edition).

has led to the following assumptions and subsequent methodology:

1. Stable estimates of numbers of adult enrolments will be reflected more accurately in long-range percentage patterns of adult participation in education than in immediate provincial enrolment data in newly-opened programs;

2. Variations in programming throughout the State as a whole will regress, as do other statistical data, toward the Mean;

3. Occurrences of characteristic patterns of participation in educational programs segregate into natural age groupings;*

4. Trends of percentage enrolments in adult studies programs increase rapidly as these programs are introduced into a given geographical service area, and then stabilize;

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*USOE, Circular #790, "Projections of Educational Statistics to 1974-75" (1965 Edition)

5. The best single predictive index is based upon the average of enrolments in the most recent five years.*

6. The probabie number of enrollees can best be derived by the estimating process evolved through that phase of the PERT (Program Evaluation and Review Technique) System which concerns itself with "... estimating the most likely figure to define an uncertain factor- potential enrolment in the present case...

   (a) The most pessimistic estimate,
   (b) The most optimistic estimate,
   (c) The... most judicious estimate."**

   The actual formula for this calculation is:

$$\text{Most Likely} = \frac{(\text{Most Pessimistic}) + (\text{Most Optimistic}) + 4(\text{Best Guess})}{6}$$

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*USOE, Circular #790, "Projections of Educational Statistics to 1974-75" (1965 Edition)
**"GENESYS In Florida" September 11, 1963, page 17

7. Any known local factor should be brought to bear upon the broader data available.

Enrolment projections in adult studies programs (TABLE II), therefore, have been developed by the following procedures:

1. Actual 1960-61 to 1964-65 enrolments of adult students (non-high school graduates; post-high school; and junior college vocational, non-credit technical and adult general education courses) throughout the State of Florida* (Cols. 2 and 3) were converted to percentages of the total population in the age bracket 20-49 within the State year by year. The Mean for all five years also was computed (Rate No. 2).

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*"Summary of Courses Offered and Enrollments in Preparatory Courses, by Major Vocational Field"- a special summary of data by the Program Services Section, Vocational, Technical, and Adult Education Division, 1965; and Junior College Program statistics 1962-63 through 1964-65.

2. Actual 1960-61 to 1964-65 enrolments of adult students in adult general, adult vocational and adult technical courses within Okaloosa County, and actual county population in the age bracket 20-49 were compiled and entered (Cols. 4 and 5).

3. Estimated "potential" adult students for Walton County (had total programs been operative in 1960-61 to 1964-65) projected at State percentage for those years, and the actual county population in the age bracket 20-49 were compiled and entered (Cols. 6 and 7).

4. Totals of the 1960-61 to 1964-65 two-county population in the age bracket 20-49 and the adult studies population of the counties for these same years were entered (Cols. 8 and 9) and the Mean percentage that adult studies students were of the total county population ages 20-49 was computed (Rate No. 1).

5. Since permanent campus facilities are not anticipated until second semester of the academic year 1967-68 and certain new program developments will, of necessity, be limited until such facilities are available, projections (Col. 9) for the balance of 1965-66 and through 1967-68 are based on Rate

No. 1, the Mean of such enrolments in the past five years (8.09% of O-W County population in the age bracket 20-49).

6. Projected enrolments for adult studies upon entry into new facilities (1968-69) and continuing through the latest projection date (1975-76) are projected (Column 9) at Rate No. 2, the Mean of State-wide adult enrolments in the past five years (10.69% of O-W County population in the age bracket 20-49).

7. The PERT-derived formula (as previously described) was then applied to these data, as follows:

Most Pessimistic Estimate = latest actual reported enrolment of adult students in Okaloosa-Walton Counties (2570 students in 1964-65).

Most Optimistic Estimate = total number of students as percentage of the projected combined two-county population in the age bracket 20-49 each year, at the highest percentage rate of adult enrolments attained State-wide (1964-65 = 13.88%). This number progresses from an "optimistic" projected 5745 enrollees in 1965-66 to an "optimistic" projected 6913 adult studies students for 1975-76.

TABLE II PROJECTED ENROLMENTS IN ADULT STUDIES PROGRAMS
(General Adult, Adult Vocational, and Adult Technical)
1965-66 to 1975-76

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	State of Florida		Okaloosa County		Walton County		Total O-W Co.		Most Likely	
Year	Pop. Ages 20-49	Adult Studies Pop.	Pop. Ages 20-49	Adult Studies Pop.	Pop. Ages 20-49	Adult Studies Pop.	Pop. Ages 20-49	Adult Studies Pop.	O-W Co. Ad. Studies Pop.***	FTE Est. for O-W Co.
Actual										
1960-61	2,277,718	156,141	28,141	1370	5148	353	33,289	1723	2003	200
1961-62	2,394,300	183,906	29,394	1221	4950	380	34,344	1601	2114	211
1962-63	2,480,320	272,571	29,716	1555	5214	573	34,930	2128	2878	288
1963-64	2,544,260	341,048	30,498	1511	5214	685	35,712	2196	3087	309
1964-65	2,601,300	361,003	33,350	1846	5214	724	38,564	2570	3400	340
Projected - At Percent Rate No. 1*										
1965-66	2,670,300	-	36,110	2921	5280	427	41,390	3348	3695	369
1966-67	2,930,000	-	37,490	3033	5313	430	42,803	3463	3727	373
1967-68	3,190,200	-	38,870	3145	5346	432	44,216	3577	3826	383
Projected - At Percent Rate No. 2**										
1968-69	3,440,000	-	40,250	4303	5379	575	45,629	4878	4735	474
1969-70	3,525,845	-	40,825	4364	5412	579	46,237	4943	4793	480
1970-71	3,611,690	-	41,400	4426	5445	582	46,845	5008	4851	485
1971-72	3,764,723	-	41,952	4485	5485	586	47,437	5071	4906	491
1972-73	3,917,756	-	42,504	4544	5524	591	48,028	5135	4963	496
1973-74	4,070,789	-	43,056	4603	5564	595	48,620	5198	5018	502
1974-75	4,223,822	-	43,608	4662	5603	599	49,211	5261	5074	507
1975-76	4,376,854	-	44,160	4721	5643	603	49,803	5324	5130	513

* % Rate No. 1 - 8.09% = Sum of rows 1 thru 5, Col. 9, divided by the sum of rows 1 thru 5, Col.8
** % Rate No. 2 - 10.69% = Average percent, sum of first five entries, Col. 3, divided by sum of first five entries, Col. 2.
*** (Least possible enrolment plus highest probable enrolment plus four times best estimate divided by six = most likely enrolment - per "GENESYS In Florida," Sept. 11, 1963; College of Engineering, Univ. of Florida.)

TABLE III PROJECTED ENROLMENTS IN ADULT STUDIES PROGRAM OFFERINGS
(According to Bulletin 70H-9 Categories)
1965-66 to 1975-76

Year	Okaloosa and Walton Counties Adult Studies Population	Adult Gen. and Enrichment	Bus. Ed.	Dist. Ed.	Ind. Ed.	Tech. Ed.	Home Econ.	Agri.
Actual								
1960-61	1723	573	294	93	404	305	-	54
1961-62	1601	759	307	97	213	161	-	64
1962-63	2128	1161	268	84	299	226	18	72
1963-64	2196	1135	292	92	338	255	-	84
1964-65	2570	1152	422	146	412	341	-	97
Projected		50%	16%	6%	13%	10%	3%	2%
1965-66	3695	1848	591	222	480	369	111	74
1966-67	3727	1864	596	224	484	373	112	74
1967-68	3826	1913	613	229	497	382	115	77
1968-69	4735	2367	758	284	615	474	142	95
1969-70	4793	2396	767	288	623	479	144	96
1970-71	4851	2425	776	291	631	485	146	97
1971-72	4906	2453	785	294	638	491	147	98
1972-73	4963	2482	794	298	645	496	149	99
1973-74	5018	2509	803	301	652	502	151	100
1974-75	5074	2537	813	304	660	507	152	101
1975-76	5130	2565	821	308	666	513	154	103

Most Judicious Estimate = total number of adult students projected for any given year according to Mean computed Rate No. 1 (8.09%) for 1965-66 through 1967-68 and according to Mean computed Rate No. 2 (10.69%) for the years 1968-69 through 1975-76.

$$\text{Most Likely Enrolment (Column 10)} = \frac{MPE + MOE + 4(MJE)}{6}$$

8. Analysis of student contact hours in relationship to enrolments for unit earnings in degree programs as compared to enrolments for unit earnings in adult studies programs resulted in a conversion index of adult studies enrollees to FTE of 10; thus converting total "Most Likely" number of adult studies students in Okaloosa and Walton Counties to the full-time equivalents shown in Column 11.

Formulation of the data in TABLE II led directly to the next logical step for analysis and projection of data - the distribution of the predicted adult studies enrolments among the specific categories of offerings reported in Bulletin 70H-9, July 1, 1964.

As indicated in TABLE III, the total of actual Okaloosa County and estimated Walton County enrolments by categories are shown for the years

1960-61 to 1975-76 (enrolments for Walton County being estimated as defined on page 35, in the discussion of TABLE II). These enrolments preceded the opening of Okaloosa-Walton Junior College in 1964-65, with adult studies enrolments initiating in July, 1965.

The percentage distributions among categories (TABLE III) is based on statewide percentages of such distributions over the preceding years 1962-63 through 1964-65 adjusted to the percentages of enrolments in Okaloosa County (the only composite of vocational, technical, and adult programs existing in the Okaloosa-Walton county area during those years) and to projected program planning. The total base numbers are those which were developed in TABLE II.

ENROLMENT PROJECTION
degree programs

PROJECTED ENROLMENTS, 1965-66 TO 1975-76, IN DEGREE PROGRAM

The backdrop to enrolment projections in degree programs lies in the general characteristics of county population trends and in certain school enrolment patterns.

TABLE IV presents the trends of county population characteristics, typifying Walton County as a relatively stable population area (projected population gain of only 1100 from 1965-66 to 1974-75). Okaloosa County, on the other hand, shows a projected population gain in the same period of some 17,500; the Florida Development Commission data in a special report to OWJC noting a 1965 projection of 78,500 as

compared to the August 6, 1965,* estimate of 78,200 by 1970 - a total gain of 4800 persons over the 1964 estimate as of that date, and 300 ahead of the estimate for 1970, five years hence. Thus, the combined population figures for the two counties reflect this accelerated growth of Okaloosa County (@ 1.324 times the 1964 population) and the less rapid growth of Walton County (@ 1.08 times the 1964 population), the combined growth rate standing at 1.28 times the 1964 combined population figure.

Repeated tests of predictive indexes relating numbers of high school graduates to school enrolment data led to the indexes and numbers reported in TABLE IV. The most favorable index for predicting high school graduates proved to be 0.337 (the average ratio of the two-county area graduates to the two-county area first graders over the years 1960-61 to 1964-65), with first grade enrolments advanced by a constant increase addend of .0975 each year. The latter procedure netted a growth rate of 1.318 times the latest recorded ratio of high school graduates to first

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*Florida Development Commission, "Population Trends - Counties by Florida Market Areas, 1960-1975." Florida Facts, August 6, 1965.

TABLE IV SCHOOL AND GENERAL POPULATION PROJECTIONS
1965-66 to 1974-75

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	County Population*			School Population			Combined O-W	Combined O-W
Year	Okaloosa	Walton	Total	Okaloosa	Walton	Total	First Grade Enrolments	High School Graduates**
Actual								
1960-61	61,175	15,600	76,775	13,217	4,383	17,600	2058	647
1961-62	63,900	15,000	78,900	13,646	4,403	18,049	2029	783
1962-63	64,600	15,800	80,400	15,581	4,521	20,102	2445	665
1963-64	66,300	15,800	82,100	17,252	4,514	21,766	2587	863
1964-65	72,500	15,800	88,300	18,700	4,121	22,821	2712	989
Projected								
1965-66	78,500	16,000	94,500				2993	1009
1966-67	81,500	16,100	97,600				3187	1074
1967-68	84,500	16,200	100,700				3386	1141
1968-69	87,500	16,300	103,800				3591	1210
1969-70	90,000	16,400	106,400				3785	1276
1970-71	91,200	16,500	107,700				3936	1326
1971-72	92,400	16,650	109,050				4092	1379
1972-73	93,600	16,800	110,400				4250	1432
1973-74	94,800	16,950	111,750				4411	1487
1974-75	96,000	17,100	113,100				4575	1542

*County population data secured from Florida Development Commission, special reports.
**Projections this column are at the most stable index for predicting high school graduates observed from comparisons grade-by-grade and with the total population of the two counties. The conversion factor is .337 of first grade enrolments. See text material, page 43.

grade students (1964-65). This growth compares most favorably with the national public secondary school growth projected from 1964-65 to 1974-75* at 1.307 times the 1964-65 enrolments; while concurrently in harmony with, and closely approximating, the aforementioned Okaloosa County general population growth rates of 1.324 times the 1964-65 county population and of 1.281 for the combined county populations.

The projection of degree program enrolments shown in TABLE V derives from two primary sources: (1) The projected number of high school graduates as delineated through the operations in TABLE V, and (2) Analyses of statistical patterns among existing junior colleges and at Okaloosa-Walton Junior College with respect to percentages of high school graduates who become freshmen; of freshmen who become sophomores; and of full-time equivalent ratios of part-time students.

On the basis of these sources, it has been estimated

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*USOE, Circular #790, "Projections of Educational Statistics to 1974-75" (1965 Edition)

TABLE V OWJC PROJECTED ENROLMENTS
(College Credit Courses)
1965-66 to 1975-76

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		Freshmen		Sophomores			Part-time Enroll.			
Year	High School Grads.	Full Time	% of Prev. Yr. Grads.	Full Time	% of Prev. Yr. Fresh.	Full-Time Enroll.	Total	% of F/T Enroll.	FTE of each P/T Student	FTE (ADA)
Actual										
1963-64	879	-	-	-	-	-	-	-	-	-
1964-65	989	309	36.0%	-	-	309	736	238%	23%	478
Projected										
1965-66	1009	439	44.0%	199	64%	638	644	101%	24%	793
1966-67	1074	483	47.8%	263	60%	746	753	101%	25%	934
1967-68	1141	537	49.9%	290	60%	827	835	101%	25%	1036
1968-69	1210	635	55.7%	322	60%	957	967	101%	27%	1218
1969-70	1276	686	56.7%	381	60%	1067	1078	101%	27%	1358
1970-71	1326	737	57.8%	412	60%	1149	1160	101%	27%	1462
1971-72	1379	766	57.8%	442	60%	1208	1220	101%	27%	1537
1972-73	1432	797	57.8%	460	60%	1257	1270	101%	27%	1600
1973-74	1487	828	57.8%	478	60%	1306	1319	101%	27%	1662
1974-75	1542	859	57.8%	497	60%	1356	1370	101%	27%	1726
1975-76	-	894	58.0%	515	60%	1409	1423	101%	27%	1793

that the acknowledged Statewide ratio (55.5%*) of high school students who attend junior colleges in the "counties of location" will not likely be attained until after the College enters into its new facilities. Thus, this ratio progresses from 36% (freshmen only) gradually to 58% in 1975. The percentages shown are a composite of a base percentage (46% in 1966 to 55% in 1970-75) of the two-county high school graduates and of a percentage of out-of-state students (4 percent of the out-of-state base in 1966 to 5 percent in 1968-75) equated to a proportionate percentage on the two-county base (e.g.-4% of out-of-state in 1966-67 equals 1.8 equivalent percent of the two-county base, thus yielding a 47.8 total percentage).

Sophomores as a percentage of freshmen are projected at 60% even though State patterns among junior colleges have averaged approximately 58.8% in the past three years. The increased holding power (percentage considered to be conservative) is based on two primary factors: (1) The tutorial program of the College, which has already begun to prove its

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*State Department of Education, "Five Years of Progress," 1963, p. 9.

value; and (2) The broadly-conceived program of the College, per se. The ramifications of these two factors, alone, may cause the holding power percentage to be notably conservative.

Part-time enrolment conversions to full-time equivalents are based upon student-load ratios at the present time until the fall of 1968, when increased ratios are anticipated because of introduction of specialized facilities which will enable more students to accommodate more class hours per week (e.g. - electronics, drafting, food services).

As a consequence of the extensive analyses, the accessibility of seemingly sound data and of productive methodology, the FTE projections appear sufficiently valid to warrant reliance upon them.

ENROLMENT PROJECTION
total all programs

TABLE VI summarizes, for the Okaloosa-Walton Junior College total programming, the enrolment projection picture as it pertains to the next ten years. This composite picture returns the focus of attention to the breadth of services which must be rendered and to the numbers of persons to whom such services may become a truly vital human dimension.

TABLE VI OWJC PROJECTED ENROLMENTS
Total - All Programs
1965-66 to 1975-76

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Degree Program Enrolments			Adult Studies Enrolments		Total Enrolments	
Year	Full-Time	Part-Time	FTE	Total Enrollees	Est. FTE	Enrollees	FTE
Actual							
1960-61	-	-	-	(2003)**	(200)**	-	-
1961-62	-	-	-	(2114)	(211)	-	-
1962-63	-	-	-	(2878)	(288)	-	-
1963-64	-	-	-	(3087)	(309)	-	-
1964-65	309	736	478	(3400)	(340)	-	-
Projected*							
1965-66	638	644	793	3695	367	4977	1160
1966-67	746	753	934	3727	373	5226	1307
1967-68	827	835	1036	3826	383	5488	1419
1968-69	957	967	1218	4735	474	6659	1692
1969-70	1067	1078	1358	4793	480	6938	1838
1970-71	1149	1160	1462	4851	485	7160	1947
1971-72	1208	1220	1537	4905	491	7333	2028
1972-73	1257	1270	1600	4963	496	7490	2096
1973-74	1306	1319	1662	5018	502	7643	2164
1974-75	1356	1370	1762	5074	507	7800	2269
1975-76	1409	1423	1793	5130	513	7962	2306

*Refer to Tables III and V for projection rates.
**Hypothetical numbers in parentheses show the estimates of probable two-county enrolments if present program had been in operation.

educational specifications

Procedures for development of educational specifications for the permanent facilities of Okaloosa-Walton Junior College were initiated in late January of 1965. At that time, the Coordinator of the School Plant Planning Section and members of his department visited the College and consulted with the administration and faculty relative to current practices in developing educational specifications. All persons concerned expressed, then, the awareness that these procedures had been developed chiefly for, and in connection with, K-12 school plant planning and then transferred, per se, to junior college planning procedures.

As a consequence of this visit and subsequent visits, an increased interest developed in seeking new approaches to development of educational specifications to add to or to result in gradual modification of present educational specification procedures. In order to proceed with educational specifications, on the one hand, and to consider new approaches on the other, the College with its consultants decided to go ahead with the normal development of faculty-derived educational specifications and simultaneously to seek new approaches to the problem.

DEVELOPMENT OF "INITIAL DRAFT" EDUCATIONAL SPECIFICATIONS

The Director of Projects and Special Services for the College was assigned the specific task of working with the faculty in development of educational specification data according to the currently effective procedures. Faculty participation, interest and involvement was exceptional, these added involvements being over and above regular, heavy teaching and activity loads. The faculty and staff all deserved and have received commendation for their accommodation of these extra planning obligations under these circumstances.

In retrospect, one recognizes several acute handicaps which faced the College from January, 1965, through August, 1965. Particularly affective was the non-existence of the following subject-matter "departments": physics, chemistry, music, art, and the entire adult studies area (the areas of general adult, vocational and technical education not becoming a part of the total College program until July 1, 1965). Further, the enrolment landslide of Fall, 1964, (767 students enrolled versus the predicted 150 total) pressed every member of the faculty (plus 12 part-time evening instructors), and administration, to sizeable overloads.

As of the academic year 1965-66, however, a full-range of departments has been activated and in the interval since August, 1965, the remaining degree program educational specifications from the newer departments along with the "older" departments have been drawn together.

In the adult studies areas, the position of the College is that development of educational specifications must involve the craft committees for the various programs. Consequently, the College began its appointment of craft committees in active and/or anticipated earliest programs in the adult studies areas. In parallel with the activities of these committees, the section heads of the Division of Vocational, Technical, and Adult Education, on December 21, 1965, met on the OWJC campus as a group to consult with College personnel and Ricks and Kendrick, the Architects, to provide for both groups a review and overview of planning elements and possibilities. This meeting was an outstanding, yet representative, example of the cooperation among the Architects, State Department personnel, and College personnel in accomplishing the planning mission.

The craft committees which are now active are as follows:

Agriculture and Agri-business
Aeronautical Occupations

Automotive Occupations
Business and Distributive Occupations
Data Processing Occupations
Drafting and Design Occupations
Electrical and Electronics Occupations
General Adult Education
Health-Related Occupations
Heating, Refrigeration, and Air Conditioning Occupations
Home Economics Occupations
Law Enforcement Occupations
Management Occupations

As the College has proceeded to develop its educational specifications for adult studies through these procedures, it finds it necessary and vitally important to its integrity of purpose, programs and campus planning to resist the temptation just to "borrow" the fine educational specifications of another institution or of a composite of institutions. Were the College to yield to such a temptation, regardless of the excellence of any such specifications for any other institution, it would break the very core of uniqueness of this institution as it seeks to fulfill its overall concept and its broadly-conceived functions.

For these reasons, then, among others related to newness and smallness of the present full-time adult

studies staff, the College believes that its choice to develop sound, defensible, locally-appropriate educational specifications in the manner it is now pursuing far outweighs an often assumed short-range gain in adoption of immediately available prototype specifications. The specifications for adult studies programs must emanate from State Plan I commitments and from the Area Vocational School Facilities Designation Report (a separate document, available on request). While many aspects of existing specifications will no doubt become useful, the total specifications will be stronger because of local craft committee participation.

This summary, then, indicates the present status of educational specifications as they have been in process of development according to customary procedures. What now actually exists is a traditional statement of educational specifications for campus planning, the limitations of these specifications being sharply evident to the Architects and to the administrators working with them. The educational specifications constitute a supplementary document to the Development Prospectus (available on request).

CAMPUS SITE

One among many assets of Okaloosa-Walton Junior College is its permanent campus site. By virtue of location in the geographic and population center (centroid approach) of the College's two-county service area, the opportunities for service are greatly augmented. Students of all ages can avail themselves of on-campus services more readily; faculty and staff can reach off-campus locations with greater ease and efficiency.

Commitments have been made and confirmed by the Okaloosa County Commissioners for a four-lane right of way from Highway 85 to Highway 285. This road, initially two-lane, will border the campus on its south boundary and will provide excellent primary means of access to the campus. The State Road Department has already provided the Commissioners with the preliminary engineering data for the construction of this road. Construction is due to begin by Fall of 1966.

ACQUISITION

The site, itself, was conveyed by the Government of the United States to the Okaloosa County Board of Public Instruction on behalf of Okaloosa-Walton Junior College on January 11, 1966. The Quit Claim Deed (and/or copies thereof) are on file in the offices of the Okaloosa County Board of Public Instruction, the Division of Community Junior Colleges, and the office of the President of Okaloosa-Walton Junior College. Conveyance of this property to the College without cost was the culmination of dedicated efforts by Congressman Robert L. F. Sikes; the distinguished Senators from Florida, Spessard Holland and George Smathers; local school authorities; and citizens of this area too numerous to mention.

DESCRIPTION

The site is comprised of a total of 263.544 acres, approximately 120 acres of which is essentially level at 100 feet MSL. The remaining acreage consists of gentle slopes off to the two streams which lie on the east and west boundaries of the site, with intervening rapid slopes which lend themselves to amphitheater type configurations - one of these areas facing a proposed artifical lake which will spontaneously derive from site preparation activities.

The site, a rectangle approximately 4100' east-west and 2800' north-south, has excellent natural drainage and is protected on three sides by the presence of United States Air Force reservation property and on its fourth side by the two-lane road described. Approximately, one hundred percent of the acreage of the site is suitable for construction of the College facilities.

Implications of size in relationship to future enrolment numbers are clear. Even as broadly-conceived as is the College program, one may safely assume the adequacy of site size will not be a matter that would in any way limit either enrolment or programs.

EXISTING FACILITIES

All existing facilities for Okaloosa-Walton Junior College are temporary in the strictest sense and will serve only to house (on any carry-over basis) those programs now in existence which would create unbearably over-crowded conditions at the new facilities. The existing facilities are completely removed from the new site and will not enter into the planning of the new campus as any integral or related portion of the permanent campus.

ANALYSIS

First attention in analysis of data was given to the educational specifications. The following extract from the "Facilities Survey Report" of the College comments on this matter:

A RE-ORIENTATION WITHIN THE EDUCATIONAL SPECIFICATIONS PROCESSES

In spite of the excellent, careful work put in on educational specifications over the preceding months; in spite of quite acceptable products from these efforts; in spite of "correct" integration of data, the planners found themselves short of a certain specific insight - which lack overpowered all other considerations. This shortage led to lengthy hours of painful reviews, research, and self-examination. A statement made by our consultant from the State School Plant Planning Section, Mr. John T. Foster, early in the planning conversations had somehow gotten "lost in the shuffle".

Almost simultaneously, the Dean of the College and the President, in seeking a solution to certain methodology problems, fastened upon the obvious - as is so often the case. We had not only lost track of the student, on which Mr. Foster had so patiently urged us to focus attention, but even when brought into the arena of attention the impact of the student and his role on the campus was still not sufficiently recognized as the definitive element of a, if not the, major portion of the campus planning.

How could this College, as much as it sincerely focuses upon the student and our services to him, have focused its attention so fully elsewhere for answers in its planning? Such a question seemed (and continues to seem) almost ridiculous . . . yet, the endeavors in planning, since the impact of this simple awareness, have rapidly placed innumerable, fuzzy, inordinate elements of planning into sharp and useful focus.

While this revised orientation to the problem does not negate the educational specification work done thus far, it does place these specifications in proper perspective. A preliminary statement of educational specification development concepts has now been revised. Whereas the original statement and approach (contained in the educational specifications document) spoke only of methods and spaces, the new statement which follows adds two new elements - the student as the primary focus and the influence of instructional program leadership - in what the College regards as proper perspective. The revised statement follows:

A CONCEPT RELATIVE TO DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS FOR THE PERMANENT CAMPUS

OWJC believes that the individual student is the heart of the learning process. This assumption has led us to ask this question: What would we

require to allow the learning process to take place most effectively? Our main resource people to resolve this question initially were the student, the instructor, and the primary administrator of instructional programing. As we proceeded to outline the specified courses that would be taught on the new campus, we acknowledge a manifold set of questions which structured themselves into four basic, action categories: (1) analysis of the student's role and behavior in his various planned learning situations and in his various other activities while on campus; (2) analysis and projection of the teaching content and methodology envisioned by members of the college community assigned responsibility for leadership in the programing and implementation of the instructional offerings of the college; (3) examination of the specific teaching methods the instructor contemplates he would employ in each class; and (4) derivation from these data the most amenable and advantageous specifications for organizations of space, personnel, equipment, materials, and students, to produce maximum efficiency in both learning activities and operational activities.

The development of these specifications has been based on decisions made in conjunction with the School Plant Planning Section, Department of Education, Tallahassee. These decisions were guided by consultation with Dr. Harold Cramer and Mr. John Foster of the School Plant Planning Sec.

RE-ORIENTATION

By virtue of this re-orientation of perspective, the facilities are projected into the following areas:

- Teacher-Initiated Learning Areas - TILA
- Student-Initiated Learning Areas - SILA
- Leisure and Informal Learning Areas - LILA
- College Administrative Services Areas - CASA

The ramifications of this revised organizational structure for educational specifications have focused the efforts of the planning group upon this promising approach which is inspiring the group to renewed assurance of its ability better to account for human dimension as an effective element of architectural specifics (Figure 3).

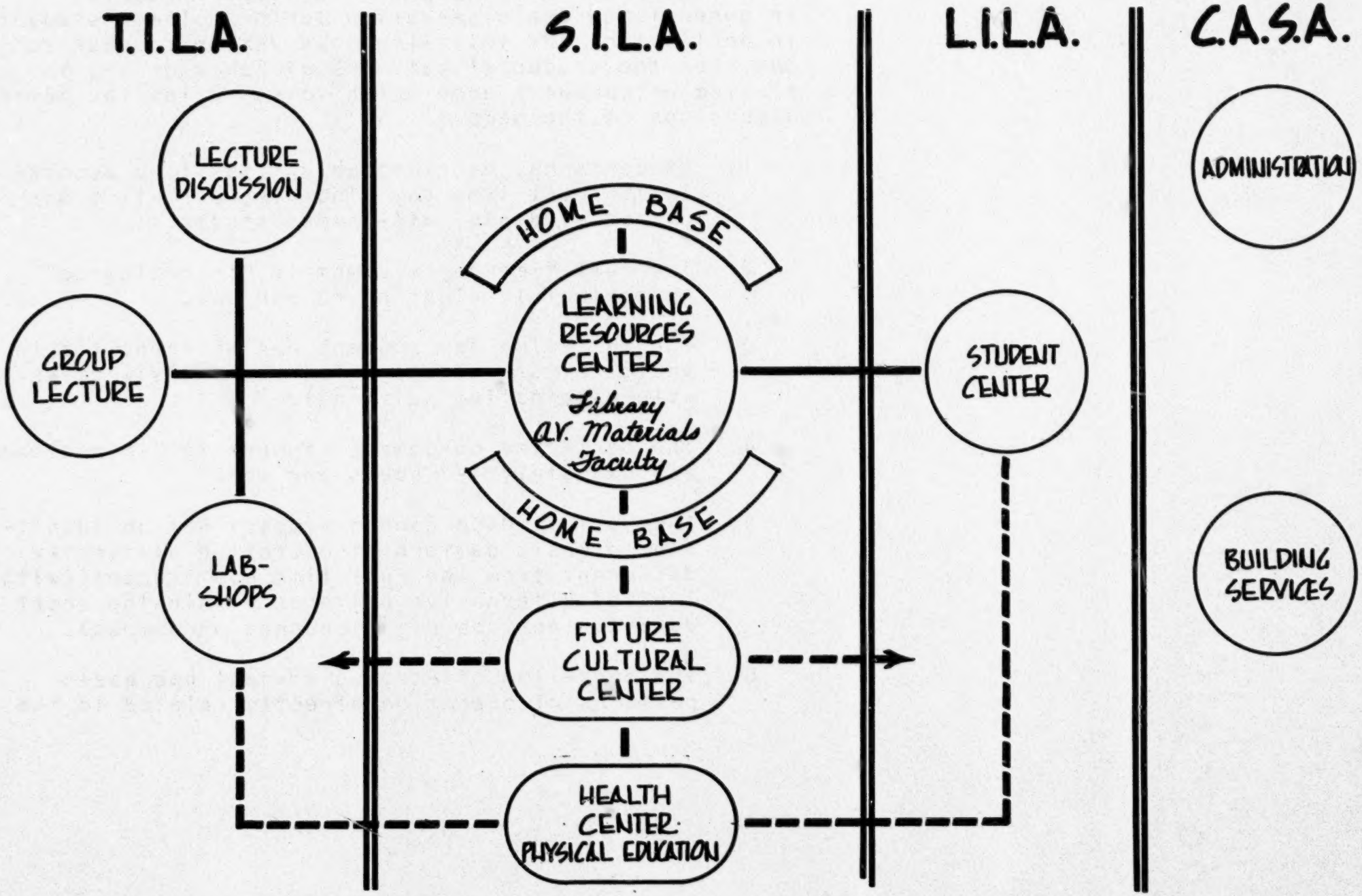
ACTIVITY PATTERNS

In development of recommendations of building needs, the first consideration - other than numerical data, per se - has been the activity patterns of the students of the College. Definition of these patterns almost spontaneously delineates and establishes the correlary activities of the faculty, staff and administration of the College.

FIGURE 3.

LEARNING - ACTIVITIES DIAGRAM FOR OKALOOSA - WALTON JUNIOR COLLEGE

GROUPING OF RELATED FUNCTIONS INTO BUILDINGS OR AREAS DEFINED BY THE NEW CAMPUS PROGRAM.....



As a consequence of extensive analysis of student activity patterns among junior college students in general and Okaloosa-Walton Junior College students in particular, the following observations appear to describe the students' patterns of behavior and to provide a framework upon which to establish the human dimensions of the campus:

1. Students may be reasonably classified according to full-time day students, part-time on-campus students, off-campus students.

2. The full-time day student is "in residence" approximately eight hours per day.

3. The full-time day student has an identifiable basic pattern of operation (with distinguishable alternative patterns).

4. The part-time on-campus student is "in residence" approximately 4-7 hours per week.

5. The part-time on-campus student has an identifiable basic pattern of operation distinctly different from the full-time day student (with limited alternative patterns within the short duration periods of attendance on campus).

6. The part-time off-campus student has basic patterns of operation directly related to the

specific nature of the programs or courses in which he is enrolled; hours of attendance and involvement depending chiefly upon the offering itself.

The facilities recommended in this report relate to the full-time day student and to the part-time on-campus student. The part-time off-campus student is acknowledged as a very important consideration and will be provided for in full master planning, yet is beyond the scope of this specific report.

Further, the recommendations within this report are based principally upon concepts related to the full-time bus-transported day student indigenous as a control factor and certain limited assumptions relating to the part-time on-campus student, the latter student patterns needing further analysis comparable to that of the full-time day student.

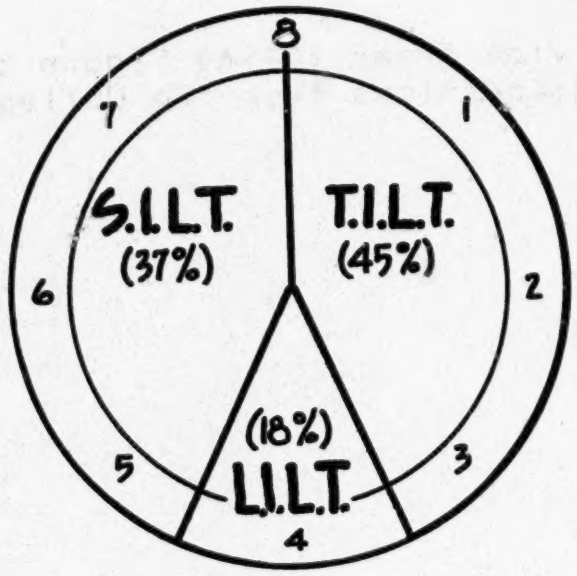
This "student-dimension" approach to analysis of facility needs has produced the following observations and conclusions. The full-time bus-transported day student (on campus eight hours per day) constitutes an indigenous control factor in institutional planning and operation of such consequence that his "day" becomes the primary, inescapable "day" around which all other behavior patterns become secondary factors in planning . . . not ignored, yet still secondary.

As shown in Figure 4, the day of this "FTD" student structures into 3.6 hours average time in Teacher-Initiated Learning Activities; 3.0 hours in (or available for) Student-Initiated Learning Activities and 14 hours in Leisure and Informal Learning Activities. Thus a student's time may be distributed among these three areas in the following percentages: Teacher-Initiated Learning Activities (TILA) - 45%; Student-Initiated Learning Activities (SILA) - 37%; and Leisure and Informal Learning Activities (LILA)- 18%.

Each of these domains of time and activity can be subdivided into further analysis. For example, Teacher-Initiated Learning Activities subdivides into: (1) Lecture-Discussion (criterion-teacher and student both must be present) - 70% of the TILA domain; (2) "Laboratory" (criterion-direct teacher-student contact with materials) - 24% of the TILA domain; and (3) Large Lecture (criterion- a minimum of more than one section of a course meeting simultaneously for one specific lecture sequence) - 6% of the TILA domain.

One can proceed to detail the breakdown of these domains (TILA, SILA and LILA), but the example may suffice for this present report to demonstrate the productiveness of this approach in establishing patterns of "architectural building blocks" which are explicit, meaningful, and useful in architectural planning, per Figure 3. It is from within this rationable, plus provision for College

FIGURE 4.



"FTD" STUDENT TIME DISTRIBUTION

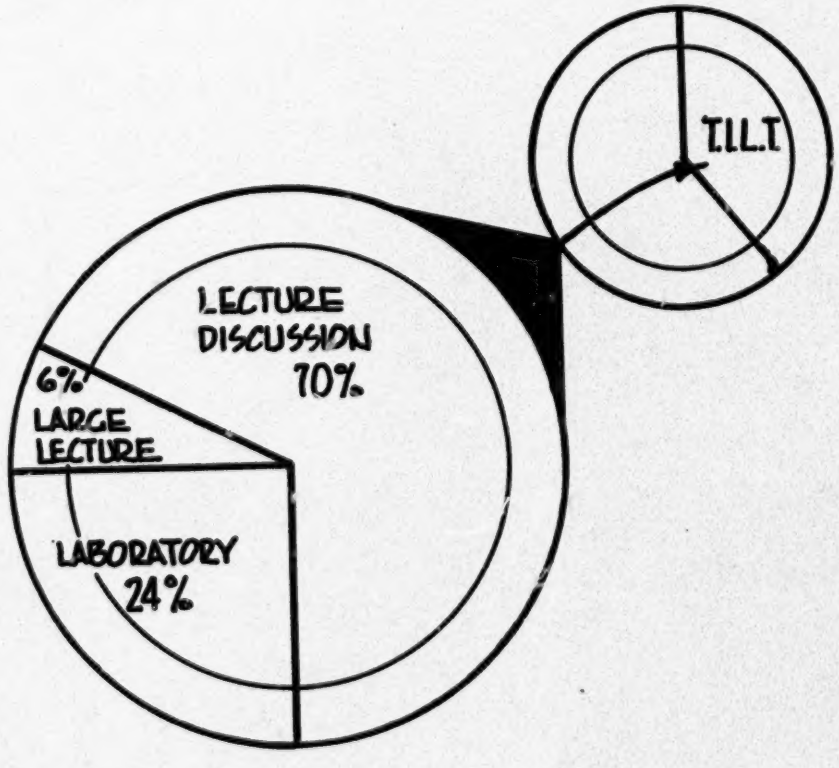
TILT = TEACHER-INITIATED LEARNING TIME (PER ACTIVITY)

SILT = STUDENT-INITIATED LEARNING TIME (PER ACTIVITY)

LILT = LEISURE AND INFORMAL LEARNING TIME (PER ACTIVITY)

FTD = FULL-TIME DAY

ANALYSIS OF TEACHER INITIATED LEARNING TIME



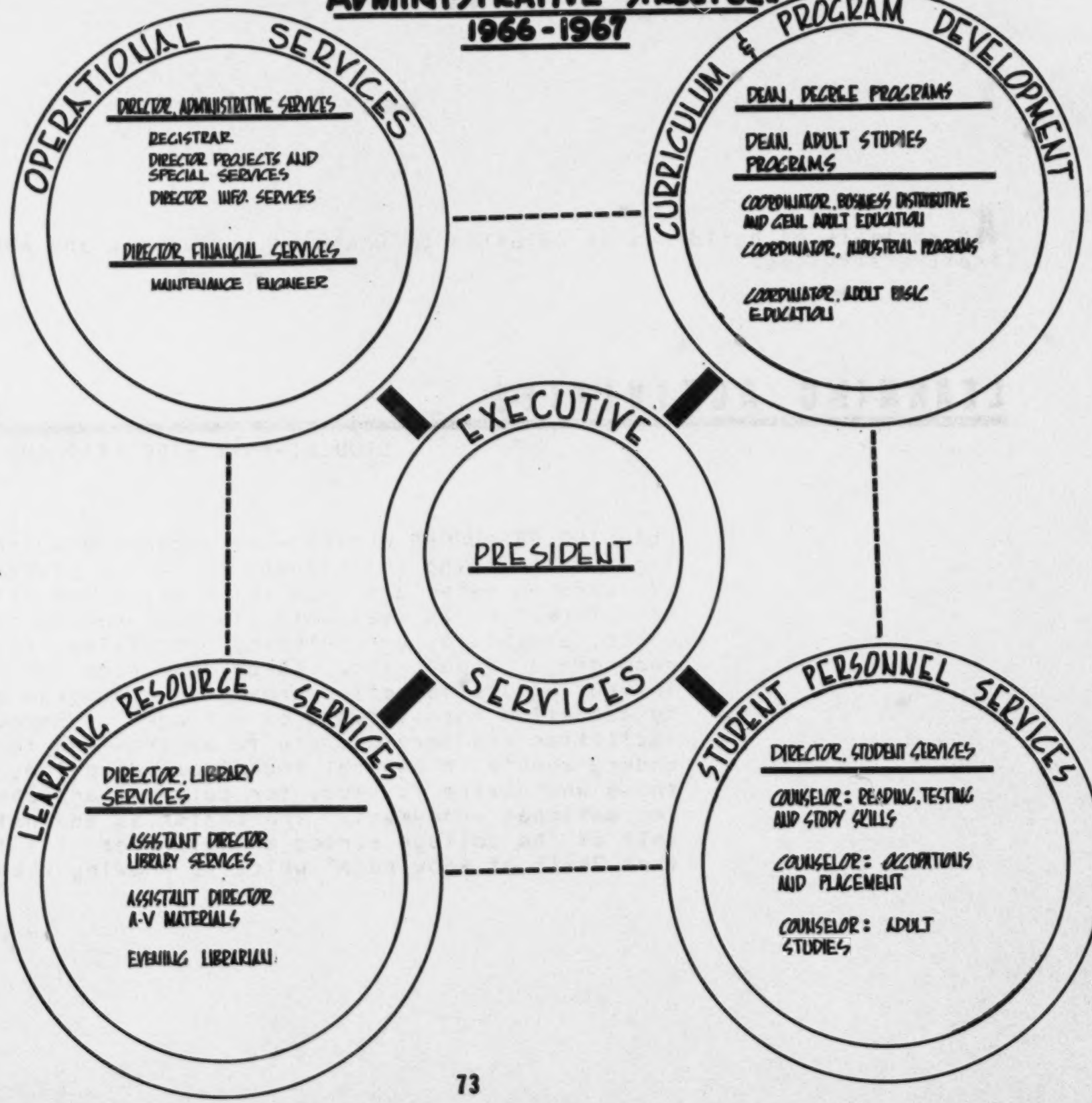
Administrative Service Areas (CASA) Figure 5, that the facility recommendations from the College have been made.

FIGURE 5.

OKALOOSA - WALTON JUNIOR COLLEGE

ADMINISTRATIVE STRUCTURE

1966-1967



An analysis of buildings in relation to learning activities and administrative services:

LEARNING ACTIVITIES — S.I.L.A.

STUDENT-INITIATED LEARNING ACTIVITIES

LEARNING RESOURCES CENTER - As indicated by the heading this building is intended to be the central source of learning materials from which all kinds of recorded information is available via many varied carriers- books, pamphlets, periodicals, microfilms, filmstrips, recordings, tapes, etc. These resources are essential in meeting its objective providing a program of "quality education for students of all ages". Resources, facilities and services are to be provided for the undergraduate in general technical education, and for those who desire to study for cultural enrichment and recreational enjoyment. The center as an instructional unit of the college serves a dual role: (1) to teach that "half of knowledge" which is knowing where to find

it, and (2) to provide a basis for continuing education and for inter-disciplinary orientations through facilitation and encouragement of self-initiated study on the student's part.*

Library - As a teaching instrument, the library is planned to implement learning and research through the use of all library materials. The professional library staff constitutes the vehicle through which the objective is attained. In addition to the general objectives of the College as stated in its "point of view", the library has the following specific objectives:

---

* The "center, as a whole, is composed of the Library, Core, the Audio-Visual Department, the Home Base Alcoves, and appropriate faculty offices. Though conceived as a total operating unit for student-initiated learning, identification of components within the center becomes necessary for purposes of discussion.

To assist in carrying out the instructional programs of the College.

To aid faculty and to instruct students in the effective and efficient use of library tools and materials.

To encourage students to form a lifetime habit of self-initiated reading in order that books and libraries may continue to contribute to their intellectual development.

To explore through research surveys and experimentation ways and means for extending the resources of the library into the minds and lives of the residents of this two-county community.

The factual data stipulated in the educational specifications prepared under the direction of Miss Lucile Anderson, Head Librarian, are most adequate as a further guide in design of this facility. A general summary of recommendations in regard to this facility follows:

Location in the center of the junior college building complex and as close as possible to

the greatest flow of student traffic.

Combination of open and traditional stacks - with greatest emphasis on open-stacks.

Provision for a minimum of 50,000 volumes.

Seating of 50% of student body (See breakdown) and arrangement involving "Home Bases Alcoves" with a minimum of 25 sq. ft. per reader station.

Building located in conjunction with "Home Base Alcoves", Audio-Visual Aid Department and Faculty Offices.

Physical comfort achieved with adequate lighting levels, sound treatments, colors, furnishings and material.

A scale that will be warm and inviting, human and intimate.

Audio-Visual Department - This facility is most important in the teaching-learning program of the College. Space is needed for the production of teaching materials and for the use, servicing and storage of the various media. As the growth of

the College demands, media specialists will be employed to direct this facility and these programs. Initially, the facility will be housed within the library space or building and eventually move into separate wing, floor, or building specifically designed to accent its importance as a teaching tool and to function properly in the over-all scheme.

This department would house:

Projection devices - motion pictures, film strips, slides, overhead, opaque, shadow.

Non-projection devices - large scale model demonstrations, apparatus, audio recordings, radio and similar electro-mechanical teaching aids.

Television transmission and relay systems (with emphasis on closed-circuit).

The design of facilities for the supporting functions of origination, production, distribution and recording must be considered and in what capacities.

This department shall collect, edit, catalogue, distribute and retrieve film and tape materials. Distribution is a chief concern and will include handling of materials and electronic distribution of them by closed-circuit television and audio networks. The viewing or reviews will take place in great measure within the learning resources center building.

Increasing use of aids and media to complement face to face contact, will require means of ready access by students to the materials to be used. Just as the student uses a text book or a lab manual for review as well as for initial instruction, so the films, tapes, and materials must be readily available for similar functions. Access enables:

- The absent student to cover material missed.
- All students to review points for clarification and to prepare for examinations.
- Availability of materials for additional reference, individual study and exploration by students and faculty.

Introduces students to the means and the satisfactions of self-initiated learning.

Provides opportunities for unrestricted interdisciplinary and multi-disciplinary explorations by students and faculty, alike.

"Home Base Alcoves" - These self-study alcoves contain a base of operations for commuting students; they should provide desk study area of approximately 25 sq. ft. equipped with audio-visual resource outlets and should have provision for storage of personal effects therein or nearby. These "bases" will be located adjacent to library facilities in such a manner that they shall be part of one another in function-physically and psychologically. Their arrangement shall be informal in clusters or in forming patterns which allow breakup of spaces for tables and for comfortable seating. The table areas will serve group study purposes as well as seminar-discussion-type spaces - all types of student-initiated learning within the college environment.

Faculty Offices - Faculty offices shall be organized where advisable in a separate, collective core. Arrangement shall be oriented for easy

access to the faculty by students to facilitate interaction between the two, and yet allow a reasonable degree of privacy for faculty circulation and for use of their common staff facilities. It is felt that faculty offices for laboratory-shop facilities will best be housed directly in connection with these respective spaces. Offices will be designed on an individual basis with provisions for common work-research space, storage, conference-seminar rooms, rest rooms, etc.

LECTURE-DISCUSSION - Spaces to house the function of interactive learning where teacher and student mutually present and discuss material: the teacher does not direct the pattern of information to the degree he or she may in a strictly lecture situation. Spaces to house this facility will be "banks" of rooms set aside for recitation and discussion in subjects which have no specialized equipment requirements - these rooms shall have seating capacity of 30 and can be subdivided for flexibility should such demands persist into two rooms of 15 seats each. A moving partition of easy operation and high acoustical quality can allow such a larger room to be changed easily to smaller spaces for multi-use and for more intimate spaces.

MASS-LECTURE CENTER - Spaces in which the teacher presents material to the "spectator" students. Facility shall provide a seating capacity of approximately 150 students, the seating being arranged in a stepped- or sloped-floor design for optimum utilization. In this teacher-oriented space, attention is directed to one area and interchange between teacher and students is of secondary concern. Space for flexible instruction, such as demonstrations, will be a consideration for this facility.

LABORATORY-SHOPS - Spaces in which the student follows a prepared program in self-regulated learning activities or a program of self-initiated study. The teacher acts as a resource person and advisor. Spaces shall include facilities for special fields of knowledge - chiefly, those requiring equipment and unique installations. Generally they shall be: Science, Business, Technical, Fine Arts, Teaching Auditorium, Domestic and Personal Service and Heavy Shops.

HEALTH & PHYSICAL EDUCATION - Space to provide facilities for normal growth and development for all individuals dealing with physical activities that are mentally stimulating, wholesome, socially satisfactory learning experiences. It was determined that facilities needed would include a gymnasium floor area and

appropriate outdoor playing fields. The physical education unit would house main court and bleacher seating capacity for approximately 1500. Provisions for a completely separate, self-contained building to house indoor swimming pool is in the ultimate educational program. The facility will be keyed to house a physical education-health program for full participation of all students in an individual capacity, for strong intra-mural sports and for appropriate inter-collegiate athletic programs.

INSTRUCTIONAL SPACE REQUIREMENTS

Most important of the facilities which will comprise the total campus development are those areas in which the intended learning processes will occur. For this reason, these areas will be the first analyzed.

OWJC has categorized the learning processes as: (1) student-initiated learning activities (SILA); and (2) teacher-initiated learning activities (TILA). SILA, because scheduling is at the option of the student, will vary considerably with each individual student and thus be somewhat unpredictable in terms of types and sizes of areas required. However, it is assumed that the learning resources center will provide the facilities for the on-campus portion of these activities. TILA will take place in lecture-discussion areas (classroom type space), group lecture areas (teaching auditoriums), and in laboratories.

In establishing the types and sizes of spaces required for TILA, several factors peculiar to OWJC must be considered:

1. The total commitment to the most practical and economical way to plan and operate the college under State Plan I.

2. The use and grouping of space by function of the learners and the learning processes rather than as reflections of those necessary organizations of departments and bureaus extraneous to the internal organization of the college.

3. The total use of time available for scheduling rather than by set patterns at certain hours (i.e., a 3-hour lecture course, can be scheduled at 9:00 Monday, 8:00 Tuesday, 11:00 Thrusday as well as at 8:00 on Monday, Wednesday and Friday).

4. The establishment of facilities on the basis of full-time day enrolments for all programs. By analysis it has been determined that this approach will provide for the part-time day and part-time evening students adequately. Any deviations from this approach will be to satisfy identified needs.

5. The indeterminate number of part-time day students is small enough that they can be absorbed into the unoccupied student stations which are available because 100% student station utilization is not possible.

Many different methods of arriving at the numbers of the various types of space required were investigated and discarded because of their unwarranted complexity or the necessity of making unacceptable and/or unreliable assumptions. The method finally settled upon is fundamentally the same procedure which is used by the college administration in establishing staffing needs and in preparing master schedules of course offerings.

This approach necessitated breaking down the total enrolment projections into enrolment projections by courses. This step was felt necessary because some course offerings under a broad heading such as English may have fewer students than the total space size will accommodate. In terms of student station utilization, this approach to usage results in a misperception of space utilization. The space, a teacher station, is obviously required to be available. By projecting enrolments by course, it was possible to determine the number of one-hour periods per week required for each course using a certain type space. An example of the procedure is indicated in Table VII. This tabulation was done for each group of courses and for each type of TILA space.

By tabulation of the totals of the periods per week scheduled for each group of courses for each type

TABLE VII

(Note: Complete tabulations are not published herein. This table shows method only. See Appendix for complete tabulation.)

1700 Full-Time Equivalent Enrolment

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture-Discussion					
41000	600	2	1200	25	48
41050	45	2	90	25	4
41060	23	1	23	25	1
42740	23	2	46	25	2
Mass Lecture					
41000	600	1	600	150	4
41050	45	1	45	150	1
71510	180	3	540	150	4
71560	90	3	270	150	2
Biology Lab					
71510	180	2	360	24	16
71560	90	2	180	24	8

of space, and by applying an assumed occupancy rate, the total number of spaces required were determined by dividing the gross number of periods scheduled by the number of periods available for scheduling. Of the forty (40) periods per week, three (3) are reserved as free periods leaving thirty-seven (37). Application of a 95% occupancy rate results in thirty-five (35) periods being available. This tabulation is shown in Table VII.

Table VIII was developed in order to analyze the overall student station utilization which results from the above procedures so that it may be compared with data prepared by the State Department of Education. From Table VIII it can be seen that student station utilization rates compare favorably with those published in the Division of Community Junior Colleges Report, "The Utilization of Instructional Space in the Community Junior Colleges of Florida 1958-1961."

The determination of space requirements of specialized facilities dictates a markedly different approach. This matter becomes acutely different in the areas where laboratory learning experiences are involved. Since Adult Vocational and Technical Science programs contain a high proportion of this type learning experience it is in these areas that an alternate approach becomes essential.

TABLE VIII

ANALYSIS OF SPACE UTILIZATION
1700 Full-Time Equivalent Enrolment

		Lecture-Discussion	Lecture	Laboratory
A.	Periods per week required (Appendix B)	384	50	98
B.	Periods per week utilized	35	35	35
C.	Spaces required (A ÷ B)	10.95	1.43	2.8
D.	Spaces provided / Seating Capacity	12 @25	2 @150	10 @24 2 @16
E.				
F.	Periods per wk. available for scheduling	37	37	37
G.	Student Stations per wk. available (D x E x F)	11,100	11,100	10,064
H.	Student Stations (Contact Hrs) per week required (Appendix B)	8,662	3,507	1,684
J.	Student Station Utilization (H ÷ G)	79.2%	31.6%	16.7%

TABLE IX OKALOOSA-WALTON JUNIOR COLLEGE VOCATIONAL-TECHNICAL FACILITIES NEED ANALYSIS thru

OCCUPATIONAL AREAS and TRAINING LABORATORIES	F.S.E.S. 1961-1962 AREA SKILL SURVEY		F.S.E.S. 1966 AREA SKILL SURVEY		S.D.E. 1965 TECH. EDUC. SURV. 6-H DATA		F.S.E.S. 1965-1966 JOB OPPORTUNITY	F.S.E.S. 1966 AREA JOB OPPORTUNITY	OKALOOSA COUNTY EDUCA. NEEDS SURVEY
	63	66	67	68	65	66	1966	1966	1963
1. DRAFTING and DESIGN	19	43	18	30	27	10	B	C	REC. POST H.S.
2. DATA PROCESSING	13	26	2	9			C-	D	
3. OFFICE: TYP'G., DICT'N., SEC'Y., MACH'S.		23	138	205			B	B+	
4. DISTRIBUTIVE (COOPERATIVE)							B	B	
5. ELECTRONICS (TECHNICAL)	10	211	85	110	71	79	B-	B-	REC. POST H.S.
6. AIR COND., HEAT., and REFRIG. (IND.)	11	25					B	B	
7. ELECTRICAL (IND.-TECH.)	12	20			29	4	B	B	
8. CIVIL and HIGHWAY PLANNING TECH.	19	43			10	14			
9. MECHANICAL TECH.					32	51			
10. ELECTRO-MECHANICAL TECH.									
11. AVIATION MECH.	35	88					B-	B-	
12. COSMOTOLOGY	2	4					B-	B-	
13. MEDICAL TECH.	12	14					B-	F	
14. PRACTICAL NURSING	4	32					B-	C	
15. HEALTH RELATED									
16. MARINE SCIENCE									
17. FOODS	50	69	252	354			B+	A-	
18. CLOTHING									
19. SUPERVISORY PERSONNEL	32	36							
20. AUTO MECHANICS	70	106	4	8			B	B	REC. POST H.S.
21. AUTO, BODY and FENDER	29	33					B		
22. WELDING and METALS	20	42							
23. RADIO - T. V. REPAIR	10	15					B-	B+	REC. POST H.S.
24. CABINET MAKER		2					C	C+	
25. AIRCRAFT SHEET METAL							B	B-	
26. HOSTESS							C	B-	

OKALOOSA COUNTY HIGH SCHOOL VTAD PROGRAMS and PROPOSALS	LONG RANGE OKALOOSA HI SCH VTAD PLANS	OWJC–VTAD PROGRAMS and PROPOSALS	OWJC–VTAD 1966 FACILITIES REPORT	SDE REVIEW at OWJC FACILITIES REPORT	LIMITED SURVEYS of SPECIAL AREAS and LARGE EMPLOYERS	SUMMARY of EMPLOYMENT OPPORTUNITIES	FIRST PHASE RECOMMENDATION
1966-67	1966	1966-67	1968-70	MARCH 1966			
2 H.S. PROPOSALS	3rd H.S. PLANNED	PT PROGRAM	RECOMMENDED		VITRO-4; STATE ROAD DEP'T.-24	A STRONG, STEADY	X
		FTP PROPOSAL	RECOMMENDED		OKALOOSA COUNTY, OWJC ADM. DATA PLACEMENT of GRADUATES of EGLIN A.F.B.	A STRONG, STEADY	X
1 H.S. PROPOSAL		FT PROPOSAL	RECOMMENDED		VITRO-12	A STRONG, STEADY	X
	PLANNED	FT PROP.-PT PROG. OPR.				B STRONG, STEADY	X
1 H.S. PROPOSAL		FT PROP.-PT PROG. OPR.	RECOMMENDED	REC. LARGER LAB	VITRO-200	A CRITICAL, STEADY	X
		PT PROG. OPR.	RECOMMENDED	RECOMMENDED		B STRONG, STEADY	X
		PT PROG. OPR.	RECOMMENDED			B STRONG, STEADY	
		PARTIAL PROG. OPR.			STATE ROAD DEP'T. - 80	A STRONG, STEADY	X
		PARTIAL PROG. OPR.					
		PARTIAL PROG. OPR.			VITRO-50	GROWING STRONG	
	PLANNED	PT PROG. OPR.	RECOMMENDED			B- STRONG	
	PLANNED		RECOMMENDED				
			RECOMMENDED				
			RECOMMENDED				
			RECOMMENDED				
		PT PROG. OPR.	RECOMMENDED		O-W HOSPITALITY SURVEY COOKS & WAITRESSES "A" NEED	A STRONG, STEADY	
			RECOMMENDED				
		PT PROG. OPR.	RECOMMENDED			B STRONG	
2 H.S. PROPOSALS	PLANNED	PT PROG. OPR.	RECOMMENDED			A- STRONG (H.S.)	
	PLANNED					B- STRONG	
		PT PROG. OPR.	RECOMMENDED				
1 H.S. PROPOSAL						B- STRONG, STEADY	
1 H.S. PROPOSAL	PLANNED						
		PT PROG. OPR.				B- STRONG	
		PT PROG. OPR.			O-W HOSPITALITY SURVEY MOTEL MNG'T.	B- STRONG, GROWING	

Determination of sizes and capacities of spaces is inherent in the nature of the laboratory rather than the gross number of students which will use the facility. In the case of vocational-technical programs, the priority for inclusion of any laboratory or shop as a whole is established by documentation of need for such facilities. Documentation of the need for those laboratories and shops which are specified in the development prospectus are contained in the "Area Vocational School Facilities Designation Report".

Subsequent studies and reports are on file in the office of the Dean of Adult Studies of the College which further document these needs.

In estimating space requirements for the projected enrolment of 3,000 full time equivalent students, procedures similar to those mentioned above were used. However, no presentation based on projections beyond the first phase is detailed in this report. To report a long range projection of numbers by courses would be no more meaningful than to reapply the now-known percentages. The results only of these tabulations are presented in the summary of space requirements.

STUDENT CENTER - The Association of College Unions defines the Union as "the community center of the College, for all members of the College family" and as "part of the educational program". It has become not just a sheltering building structure but a priceless tool for shaping college solidarity and the individual student's sense of social responsibility - a natural laboratory where all may have a part in the direction of the college enterprise, it can serve as the:

"Living Room of the College - A place for social association. As one University President said, "The Union gives us a living room which converts the college from a 'house' of learning to a 'home' of learning." Students need a common meeting

ground where they can meet informally, share common interest beyond just drinking a coke in an overcrowded corner drugstore or out of a vending machine. Commuting students need a place to relate to activities on campus and student organizations need an effective way to communicate with them. It is a proven fact that students' satisfaction and participation in college life increase immeasurably when there is an adequate social-dining-activity-center. Students and faculty need an informal meeting ground to personalize teacher-learner relations and to create an intellectual environment outside of as well as in the class. Faculty, alumni, and visitors need a place to meet or visit with each other.

"Dining Room of the College" - Since students and faculty have to eat, the dining room function is an obviously important service. In student opinion, if a Union were to consist of only one facility it would be lunchroom and snack bar. Close to 70% of the space in the building should be devoted to dining and dining-related spaces. The Office of Education reports, "That the total pattern of college development is such that most students who attend college in the future will commute from their own homes: and they will rely on the Union

for their meals. This college is already 100% commuter - oriented and with the isolation from any commercial dining facilities this fact has great importance for immediate consideration in planning.

The Union shall also serve other purposes as service center, conference center, cultural-recreational center and as a laboratory for student government and student activities.

Consideration is being given to a location of an instructional area in this facility for the food technology program since heavy equipment and food service laboratories would have common needs.

ADMINISTRATIVE SERVICES

C. A. S. A.

COLLEGE ADMINISTRATION SERVICE ACTIVITIES

ADMINISTRATION - A non-instructional activity which nevertheless is a most important behind-the-scene operation that enables the college to carry out its obligations to students, faculty, staff and to fulfill the basic programs. The Administration will include the over-all direction and coordination of instruction in Degree programs and in Adult Studies programs in creative activities and in the extension of programs in ways suitable to those not regularly enrolled at the College.

Administrative Facilities - This unit will house those administrative offices, represented in Figure 5, exclusive of the Learning Resource Center staff.

BOOK STORE - Space to allow housing for commercial supply of books and materials. The contemplated bookstore is conceived of in a dual role. In the one instance it is to provide the necessary, typical, college bookstore services of handling textbooks, supplies, sundries and representative collegiate goods. On the other hand, the other phase of bookstore operation is to operate a true community bookstore in the historic sense. In the latter function, diverse collections of printed and recorded materials shall be available for sale as a service both to students and to persons from the community at large. The student who wishes may thus purchase from the bookstore a publication encountered in the library; or, conversely may borrow from the library a publication encountered in the bookstore.

On this basis the actual location of the bookstore may be in the Library Building or in the Student Center Building but at either location, oriented to the other facility as well.

MAINTENANCE & UTILITIES - This function requires space for utility plant, repair yards and shops, garages, bus storage, general storage facilities, offices for supervisors and space for personnel

involved in supervision and keeping of records related to these activities. Space requirements and provision for security or campus police and fire controls will be oriented to these facilities. Proper incineration and provision for garbage and trash collection and disposal will necessarily become a major consideration in relationship to this facility. The main utility building shall house central heating and cooling equipment, power distribution and required auxiliary equipment and space for all future phases.

TABLE X - SPACE REQUIREMENTS
SILA - STUDENT INITIATED LEARNING AREAS

LEARNING RESOURCES CENTER	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area for 3,000 F.T.E. (square feet)
Printed Material Resources & Reading Rooms			
Lobbies and Charging Desks	1,200	900	2,100
Card Catalogue	400	200	600
General Reading	5,000	2,750	7,750
Browsing	500	250	750
Reference Reading	1,850	1,025	2,875
Reserve Reading	1,000	500	1,500
Rare Book Room	300	200	500
Florida Collection	300	200	500
Bound Periodicals	450	200	650
Current Periodicals	450	200	650
Unbound Periodicals	450	200	650
Microfilm Reading	150	100	250
Maps	300	150	450
	12,350	6,875	19,225
Administration			
Offices for Staff	640	480	1,120
Secretarial Space	560	420	980
General Offices	150	150	300
Conference Room	200		200
Cataloguing	1,000		1,000
Recovering & Storage	1,000		1,000
Technical Processing	600		600
	4,150	1,050	5,200

SILA (continued)

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area for 3,000 F.T.E. (square feet)
Student Study Areas			
850 - 275 = 575 @ 25 sq. ft.	14,375		
1500 - 400 = 1100 @ 25 sq. ft.		13,125	27,500
	30,875		51,925
	+30%		+30%
	40,138		67,503
A/V Resources			
Listening & Recording	600	2,000	2,600
Charging Desk	150		150
Storage of A/V Materials	500	500	500
Reproduction of A/V Materials	500	500	1,000
Technical Processing	500		500
Offices	320	160	480
Secretarial	280	140	420
Data Processing Equipment	150	150	300
Studios (2 @ 1,000 sq. ft.)			2,000
Central Control & Projection			500
Storage			1,000
Recording			200
Dressing & Rehearsal			300
	3,000		7,850
	+30%		+30%
	3,900		10,205

SILA (continued)

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area for 3,000 F.T.E. (square feet)
Faculty Offices (Lectures and Moderators)			
32 Offices @ 80 sq. ft.	2,560		
64 Offices @ 80 sq. ft.		2,560	5,120
Secretarial Pool	800	400	1,200
Mailing	200	100	300
Reproduction	200	100	300
	3,760		6,920
+30%	1,128		2,076
	4,888		8,996
Grand Total L.R.C.	48,930		86,704

TILA - TEACHER INITIATED LEARNING AREAS

LECTURE-DISCUSSION			
12 Classrooms @ 650 sq. ft.	7,800		
24 Classrooms @ 650 sq. ft.		7,800	15,600
+30%	2,340		4,680
	10,140		20,280

TILA (continued)

MASS LECTURE CENTER	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
2 Large Lecture Rooms @ 2,000 sq. ft.	4,000		
4 Large Lecture Rooms @ 2,000 sq. ft.		4,000	8,000
Projection	800		800
	4,800		8,800
+30%	1,440		2,640
	6,240		11,440
LAB-SHOPS			
Business			
Office Occupation Education Rms.	4,000	2,000	6,000
Distributive & Co-op. Educ. Suite	1,200	1,200	2,400
Data Processing Suite	3,000		3,000
Faculty Offices @ 100 sq. ft.	600		800
	8,800		12,200
+30%	2,640		3,660
	11,440		15,860
Technical			
Civil Technology	2,000		2,000
Electronics	2,000	2,000	4,000
A/C, Heating, Refrigeration	3,000		3,000
Drafting & Design	3,200	1,600	4,800
Radio & TV Servicing		2,000	2,000
Faculty Offices @ 100 sq. ft.	600		1,000
	10,800		16,000
+30%	3,240		5,040
	14,040		21,840

TILA (continued)

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
Science			
Physical Science	1,200		1,200
Physical Science Storage	600		600
Biology	2,400	1,200	3,600
Biology Storage	600	600	1,200
Biology Project Rms @ 400 sq. ft.	400		400
Chemistry	1,200	1,200	2,400
Chemistry Storage	600		600
Chemistry Project Rms @ 400 sq. ft.	400	400	800
Faculty Offices	600	400	1,000
	8,000		11,800
+30%	2,400		3,540
	10,400		15,340
Fine Arts			
ART			
Drawing Lab	900		900
Crafts	900	900	1,800
Storage	250	150	400
Faculty Offices	240	240	480
MUSIC			
Rehearsal Room	2,500	1,500	4,000
Elec. Music Instr.	1,200	1,200	2,400
Practice Rms @50 sq. ft.	200	200	400
Storage	500	200	700
Faculty Offices	240	240	480
	6,930		11,560
+30%	2,088		3,468
	9,018		15,028

TILA (continued)

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
Teaching Auditorium			
Lobby			1,600
Seating			6,000
Stage			2,400
Dressing Room			800
			10,800
Domestic & Personal Services			
Cosmetology			2,600
Health Related			4,000
Foods Lab			2,000
Clothing Lab			2,000
Faculty Offices			600
			11,200
+30%			3,360
			14,560
Physical Education			
LOCKER ROOM BUILDING			
Men's Dressing, Lockers, Showers	1,400	600	2,000
Women's Dressing, Lockers, Showers	1,400	600	2,000
Varsity Team Locker Room	750		750
Treatment Room	200		200
Towel Room	200		200
Weight Lifting Room	900		900
Faculty Offices	320		960
	5,170		7,010

Note: Quantity Cooking Lab located in Student Center

TIIA (continued)

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
Physical Education (continued)			
GYMNASIUM			
			11,000
Indoor Playing Court			3,000
Exercise Room	1,500		3,000
Handball Courts			600
Lobby			600
Toilets & Concessions			2,400
Storage & Equip. Repair	430		
			20,600
	1,930		
NATATORIUM			10,400
	7,100		38,010
+30%	2,130		11,303
	9,230		49,313
Heavy Shops			
			4,400
Auto Mechanics			2,600
Auto Body			4,000
Aviation Mechanics			2,400
Welding and Metals			2,400
Gasoline Engine Mechanics			600
Faculty Offices			
			16,400
+30%			4,920
			21,320

LILA - LEISURE-INFORMAL LEARNING ACTIVITIES

		First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
STUDENT CENTER				
Staff Offices		600		600
Student Lounge		1,200	1,200	2,400
Noisy Areas		800		800
Quiet Areas		800		800
Student Offices		480		480
Conference Room		480		480
Student Newspaper		800		800
Student Annual		400		400
Photo Lab		650		650
Meeting Rooms		1,200	1,800	3,000
FOOD SERVICE				
Dining - Student				4,800
Dining - Faculty				1,000
Serving Areas				1,000
Kitchen				2,000
Snack Bar				1,000
Quantity Cooking Lab				1,600
Book Store		1,000	1,000	2,000
		8,410		23,810
	+30%	2,523		7,143
		10,933		30,953

CASA - COLLEGE ADMINISTRATION SERVICE ACTIVITIES

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
ADMINISTRATION			
President's Office	300		300
Secretary - Receptionist	300		300
Conference	400		400
Lav. - Storage	80		80
Deans' Offices (3)	540		540
Secretaries - Receptionist	480		480
Conference	300		300
Storage & Files	100		100
Director of Administrative Services	180		180
Assistant	150		150
Secretary - Receptionist	220		220
Director of Business Service	180		180
Assistant	120		120
Bookkeeper	120		120
Receptionist	120		120
Switchboard	100		100
Mailroom	200		200
Vault	80		80
Director of Admissions	180		180
Assistant	180		180
Evening Registrar	180		180
Assistant Registrar	120		120
Secretary & Files	360		360
Public Space	400		400
Record Storage	800		800

CASA (continued)

	First Phase Areas for 1,700 F.T.E. (square feet)	Additional Areas for 3,000 F.T.E. (square feet)	Total Area for 3,000 F.T.E. (square feet)
Director of Student Services	150		150
Receptionist & Waiting	600		600
Counselors - Office	400		400
Counselors - Cubicles	480		480
Conference & Testing	360		360
Director of Public Relations	120		120
Secretary	120		120
Vocational - Technical Coordinators	480		480
Secretary, Receptionist, Files	360		360
Institutional Research	120		120
Secretary	120		120
	9,500		9,500
+30%	2,850		2,850
	12,350		12,350
Maintenance	2,000		4,000
Utilities	1,500		3,000

TABLE XI

SUMMARY OF SPACES

	First Phase Areas 1,700 F.T.E. (square feet)	Total Area 3,000 F.T.E. (square feet)
SILA		
Learning Resources Center	48,930	86,704
TILA		
Lecture - Discussion	10,140	20,280
Mass Lecture Center	6,240	11,400
Business	11,440	15,860
Technical	14,040	21,840
Science	10,400	15,340
Fine Arts	9,018	15,028
Teaching Auditorium		10,800
Domestic & Personal Service		14,560
Physical Education	9,230	49,313
Heavy Shops		21,320
LOLA		
Student Center & Book Store	10,933	30,953
CASA		
Administration	12,350	12,350
Maintenance	2,000	4,000
Utilities	1,500	3,000
	146,221	332,748

OKALOOSA-WALTON · JUNIOR COLLEGE

EDUCATIO OPTIMA

1963

Site ANALYSIS

R&K ARCHITECTS

AREA LOCATION

ESTABLISHMENT OF A JUNIOR COLLEGE IN THE OKALOOSA-WALTON COUNTY AREA OF NORTHWEST FLORIDA.

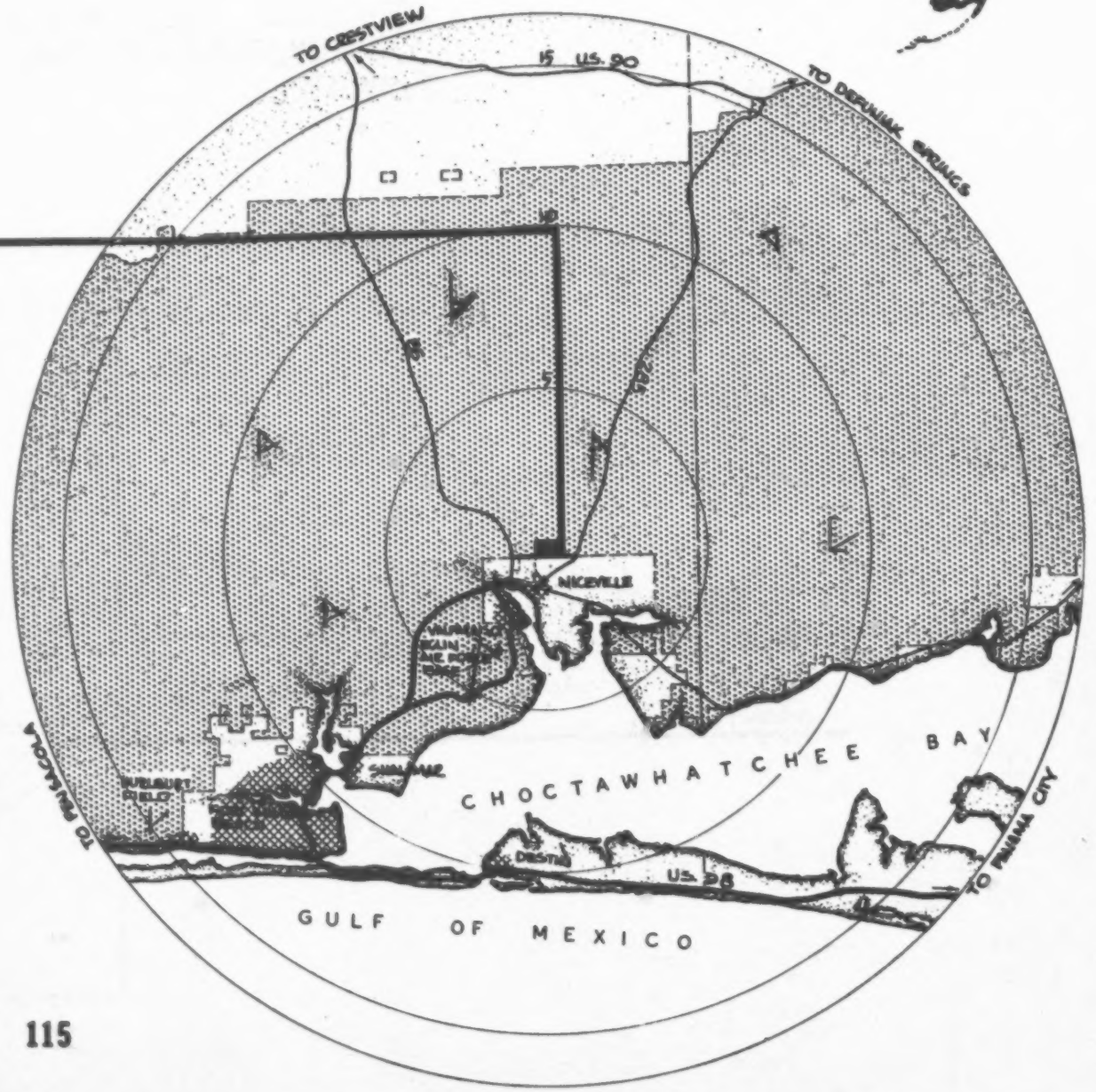
VICINITY

THE SITE SELECTED FOR THE PERMANENT CAMPUS IS IN THE GEOGRAPHIC CENTER OF THE COLLEGE'S TWO-COUNTY SERVICE AREA. THROUGH A CENTROID APPROACH, THE POPULATION CENTER FOR THIS AREA IS ALSO LOCATED AT THIS POINT.

ACCESS TO THE CAMPUS IS VIA TWO MAJOR EXISTING ARTERIAL HIGHWAYS WHICH FLOW TO THE MAJOR FOCAL POINTS OF POPULATION CLUSTERS:

1) HIGHWAY 85 WEST TO FORT WALTON BEACH AREA.
2) HIGHWAY 85 NORTH TO CRESTVIEW AREA.
3) HIGHWAY 85 SOUTH TO NICEVILLE-VALPARAISO AREA.
4) HIGHWAY 285 NORTHEAST TO DEFUNIAK SPRINGS.
5) HIGHWAY 285 EAST TO FREEPORT AREA.

THE SITE LIES APPROXIMATELY EQUIDISTANT BETWEEN HIGHWAY 85 AND 285 AND CONSTRUCTION OF A HIGHWAY CONNECTING THESE HIGHWAYS, ON THE SOUTHERN EDGE IS UNDERWAY BY OKALOOSA COUNTY. ADDITIONAL ACCESS ROADS AND CITY STREETS ARE READILY ACCESSIBLE AT THIS SOUTHERN BOUNDARY.

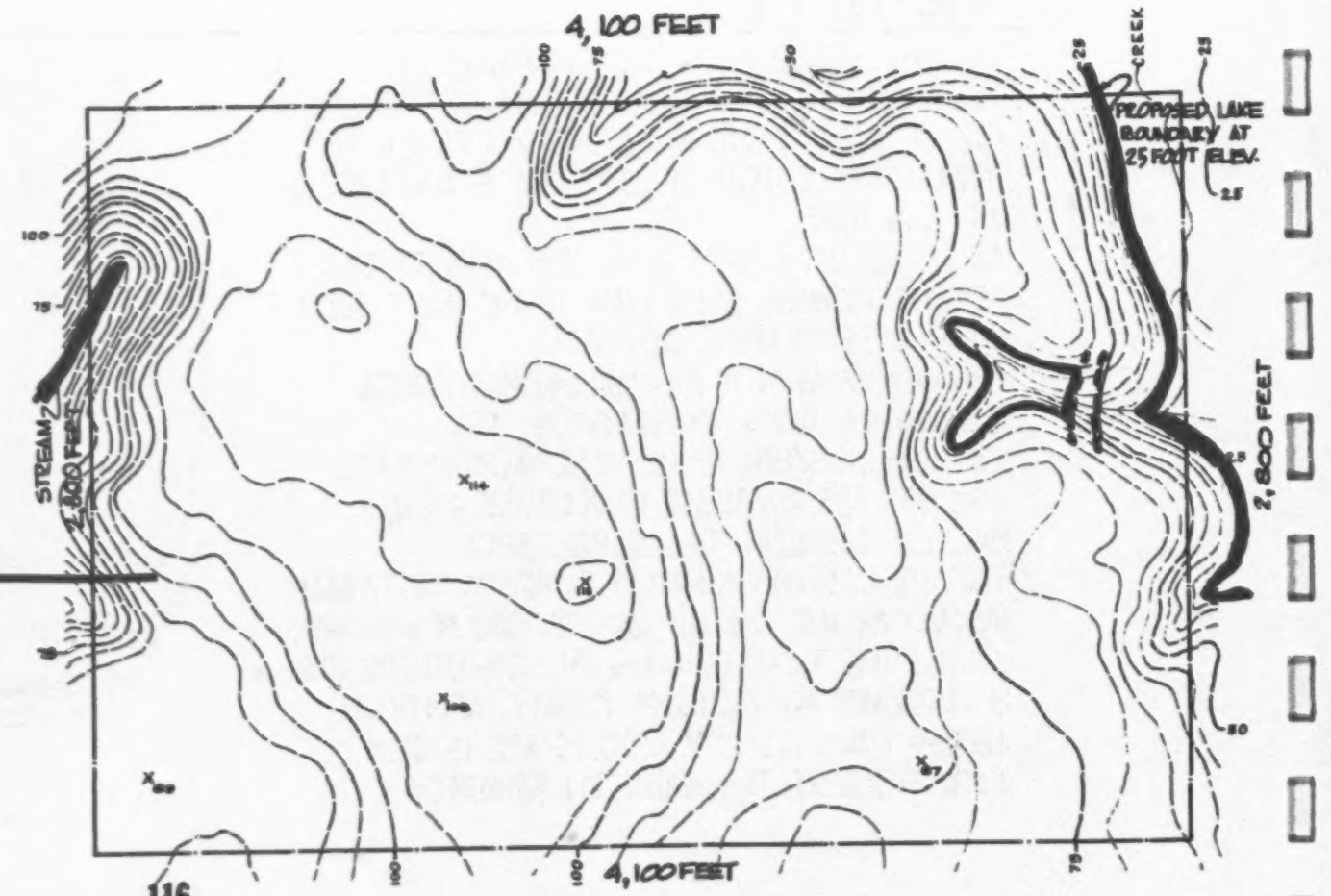


R&K ARCHITECTS

SITE

THE SITE IS COMPRISED OF A TOTAL OF 263.54 ACRES, APPROXIMATELY 120 ACRES OF WHICH IS ESSENTIALLY LEVEL AT 100 FEET M.S.L. THE REMAINING ACREAGE CONSISTS OF GENTLE SLOPES FALLING GRADUALLY TO STREAMS ON THE EAST AND WEST BOUNDARIES OF THE SITE. THE INTERVENING RAPID SLOPES LEND THEMSELVES TO AMPHITHEATER TYPE CONFIGURATIONS -ONE OF THESE TO THE EAST IS PROPOSED AS AN ARTIFICIAL LAKE WHICH WILL BE DERIVED FROM CONSTRUCTION OF THE HIGHWAY ON THE SOUTHERN BOUNDARY.

THE SITE IS A RECTANGLE APPROXIMATELY 4,100 FEET EAST-WEST AND 2,800 FEET NORTH-SOUTH WITH EXCELLENT NATURAL DRAINAGE.



R&K ARCHITECTS

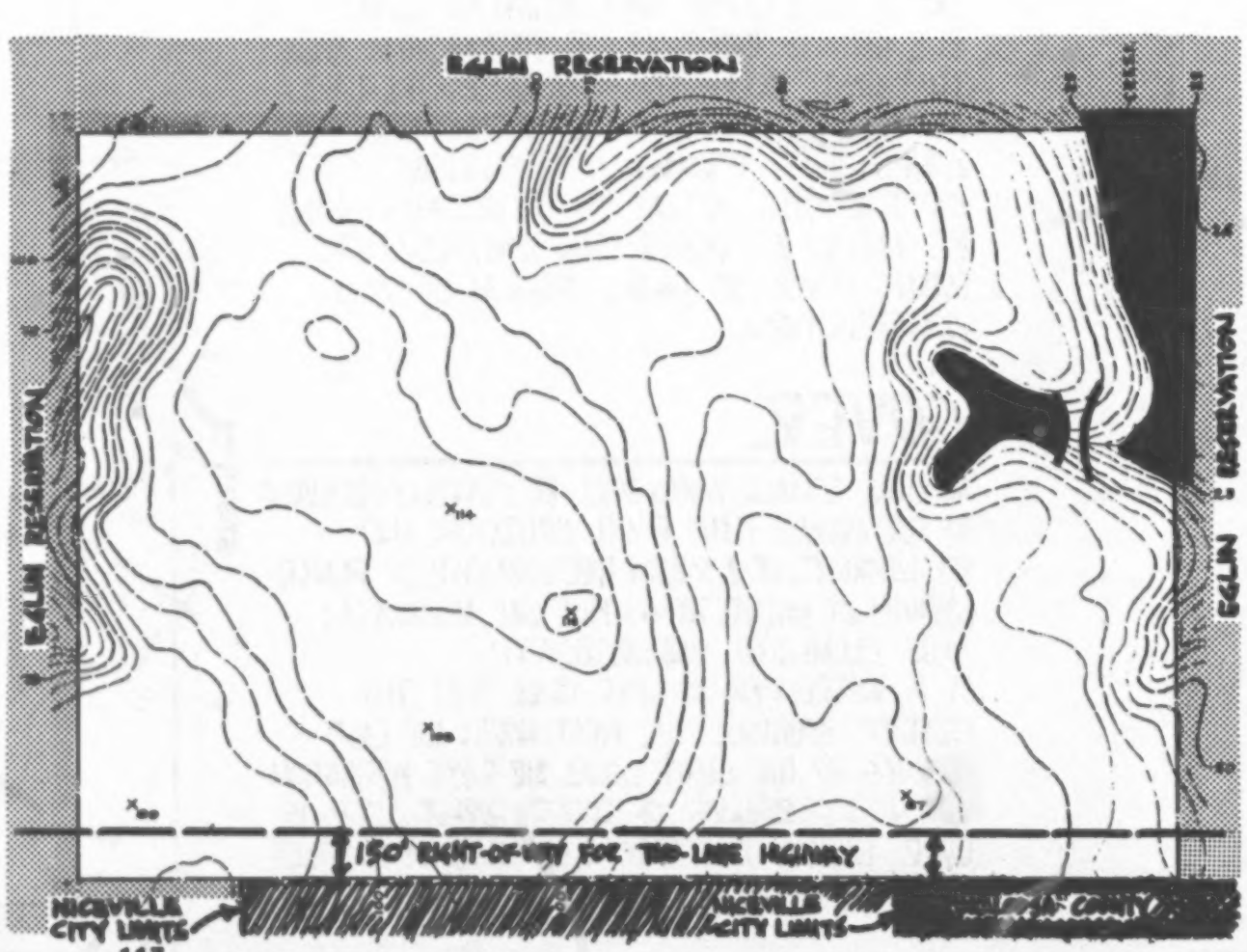
LAND USE

THE WEST, NORTH AND EAST SIDES OF THE SITE ARE SURROUNDED BY EGLIN RESERVATION; AND APPROXIMATELY 600 FEET AT THE SOUTHWEST CORNER BORDERS ON THE EGLIN AIR FORCE BASE GOLF COURSE.
PROCEEDING DUE EAST ALONG THE SOUTHERN PROPERTY EDGE FOR 2,500 FEET IS THE CITY LIMITS OF NICEVILLE, WHICH IS ZONED FOR PRIME RESIDENTIAL USE.
AT THE EAST EDGE OF THE NICEVILLE CITY LIMITS AND SOUTHEAST CORNER OF THE CAMPUS 1,000 FEET OF THE SITE BORDERS ON UNZONED - UNDEVELOPED PROPERTY UNDER JURISDICTION OF OKALOOSA COUNTY. THE FUTURE OF THIS AREA IS THEREFORE IN DOUBT AT THIS TIME.

CITY ZONED FOR RESIDENTIAL USE

EGLIN RESERVATION

NOT ZONED - UNDEVELOPED NOW OKALOOSA COUNTY JURISDICTION



R&K ARCHITECTS

DRAINAGE

THE WESTERN HALF OF THE SITE BEING SITUATED ON THE HIGHEST TOPOGRAPHY DRAINS TO ALL SIDES OF THE PROPERTY WITH THE GREATEST AMOUNT FLOWING TO THE EASTERN BOUNDARY. THE NATURAL STREAMS TRAVERSING EAST AND WEST BOUNDARIES ARE ADEQUATE TO HANDLE ALL EXPECTED SURFACE WATER.

SOILS

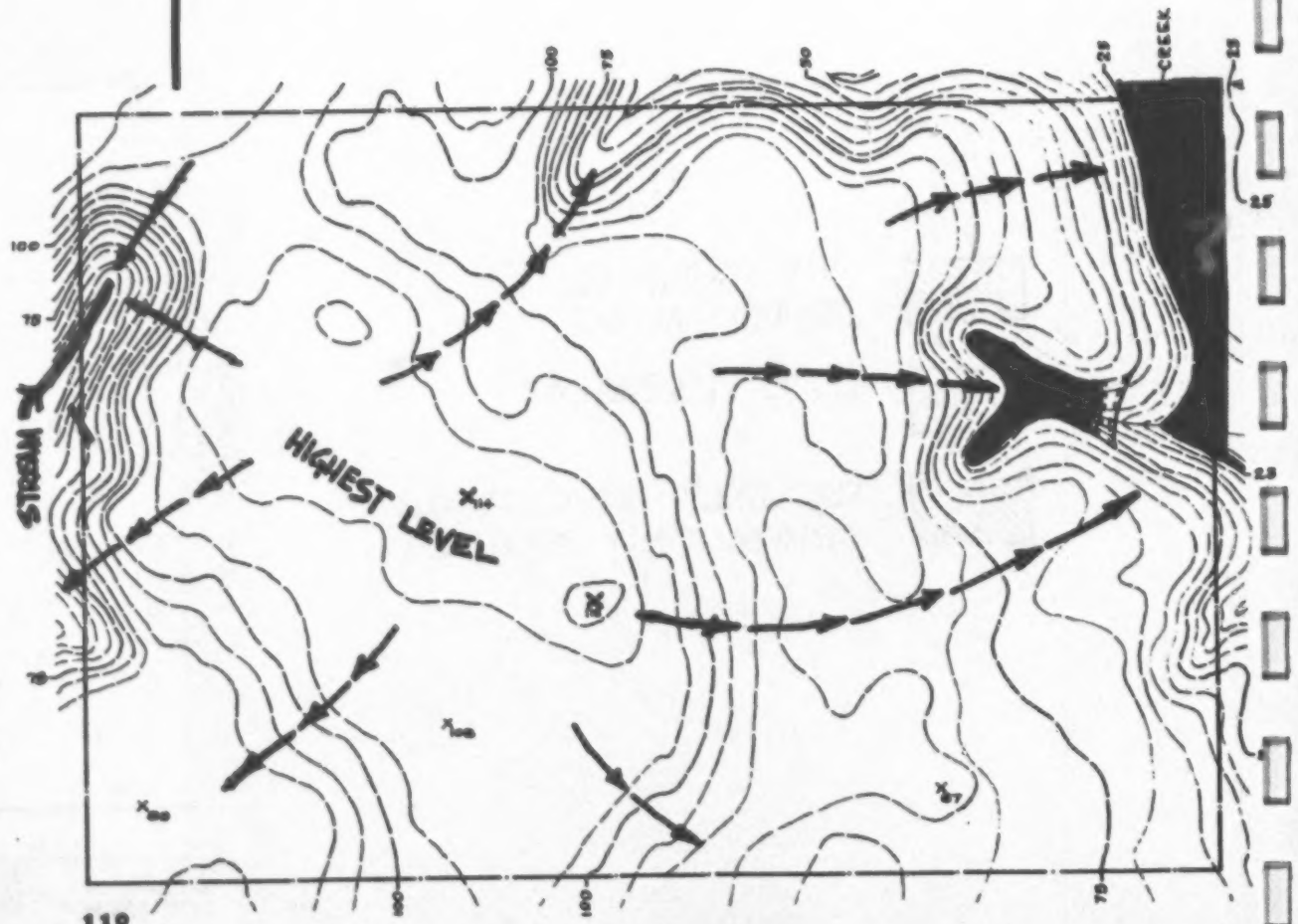
THE SANDY SOIL CHARACTERISTICS OF THE SITE OFFER EXCELLENT FOUNDATION MATERIAL. THE SITE IS IDENTICAL TO SURROUNDING AREAS THAT HAVE BEEN INVESTIGATED BY THE U.S.A.F. AND REPORTS INDICATE NO UNFAVORABLE SOIL CONDITIONS. DUE TO THE EXTENSIVE SIZE OF THE SITE ACTUAL TEST BORINGS WILL BE MADE AT DESIGNATED CONSTRUCTION POINTS PRIOR TO FINAL DESIGN OF ALL CONSTRUCTION.

COVER

NATURAL FOLIAGE. WHICH WILL BE CAREFULLY PRESERVED IN THE OVERALL PLANS TO SITE UTILIZATION AND DEVELOPMENT, OF A VIRGIN FOREST CONSISTS OF DENSE GROWTH OF NATIVE TREES: PINE, OAK, MAGNOLIA; AND PALMETTO UNDERGROWTH.
IT IS INTERESTING TO NOTE HERE THAT THE PROPERTY BOUNDING THE WEST, NORTH AND EAST BELONGS TO THE GIANT EGLIN AIR FORCE RESERVATION AND NO DISTURBANCE OF THESE FOREST AREAS IS EVER LIKELY. THIS AREA ALSO ABOUNDS IN WILD LIFE, PARTICULARLY DEER AND FOWL.

TOPOGRAPHY

THE SITE IS HIGHEST ON THE WEST SIDE AT 116 FEET ABOVE M.S.L. AN ELEVATION DIFFERENTIAL OF ABOUT 91 FEET EXISTS ON THE PROPERTY - FROM THE HIGH POINT TO THE LOW GROUND OF A SWAMPY STREAM AT THE EAST BOUNDARY. THIS AFFORDS EXCELLENT NATURAL DRAINAGE. NOWHERE IS THE TOPOGRAPHY TOO STEEP AS TO MAKE CAMPUS DEVELOPMENT DIFFICULT.



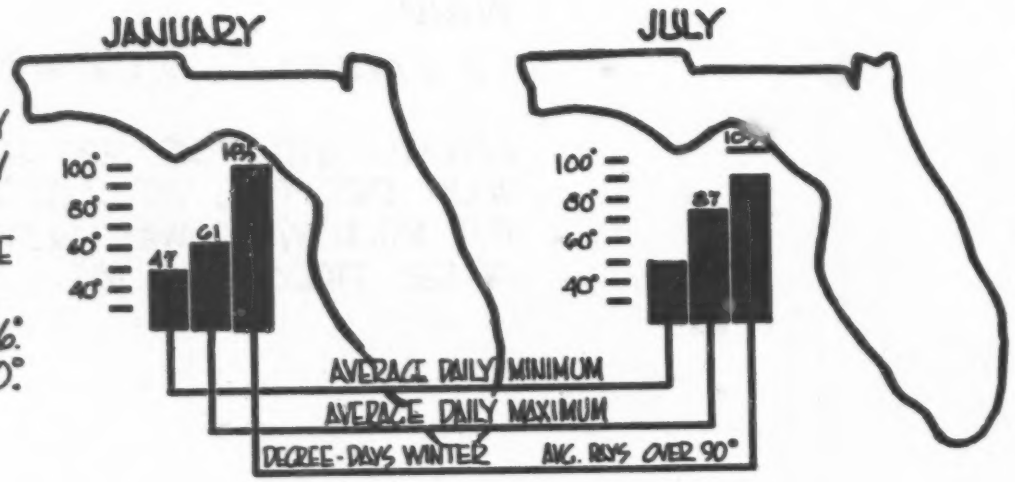
R&K ARCHITECTS

CLIMATE

A SUBTROPICAL CLIMATE WITH NO EXTENDED EXTREMES OF COLD OR HEAT IS ONE OF THE GREATEST ASSETS OF THE NORTHWEST FLORIDA AREA. THERE IS ENOUGH CLIMATIC CHANGE TO PROVIDE OUTDOOR LIVING WITH SEASONAL INTEREST.

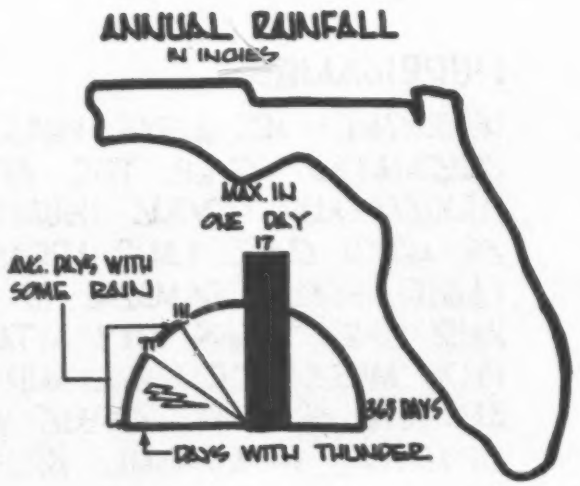
TEMPERATURE

WINTER TEMPERATURES VARY GREATLY WITH AVERAGE AT 52°. WINTER CYCLONIC STORMS FREQUENTLY BRING COLD WEATHER FROM THE NORTH AND JANUARY FLUCTUATE WIDELY.
SUMMER CONDITIONS ARE FAIRLY STABLE WITH MARINE INFLUENCES RENDERING IT A PLEASANT SEASON. AVERAGE TEMPERATURE RANGES FROM 41° TO 96°. NIGHT TEMPERATURES ARE USUALLY AROUND 70°.



RAINFALL

MOST OF THE RAIN IS OF A TROPICAL TYPE: IT FALLS DURING THE SUMMER MONTHS IN THE FORM OF THUNDER-SHOWERS, OCCURING USUALLY IN THE AFTERNOON, QUITE HEAVY AND OF SHORT DURATION. THE SKY CLEARS AND HUMIDITY AND TEMPERATURE DROP; WINTER RAIN IS OF CYCLONIC TYPE - IT IS SLOW AND DRIZZLY OFTEN FOLLOWED BY A DROP IN TEMPERATURE OR EVEN A FREEZE. SNOW IS RARELY KNOWN AND CAN BEST BE CALLED "FREAKISH." THE RAINEST PARTS OF FLORIDA ARE IN THE PALM BEACH AND PENSACOLA AREAS.

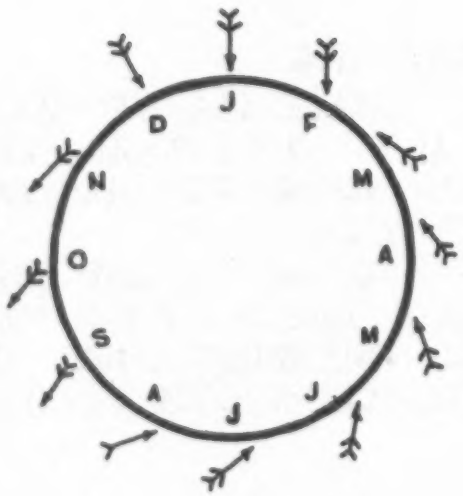


R&K ARCHITECTS

WIND

↙ 6 OR LESS: ↙ 6-10: ↙ 10 OR OVER

ARROWS WITH THE MOST FREQUENT WIND DIRECTION OF EACH MONTH, BUT MUCH WIND WILL BLOW FROM OTHER DIRECTIONS TOO.



HURRICANES

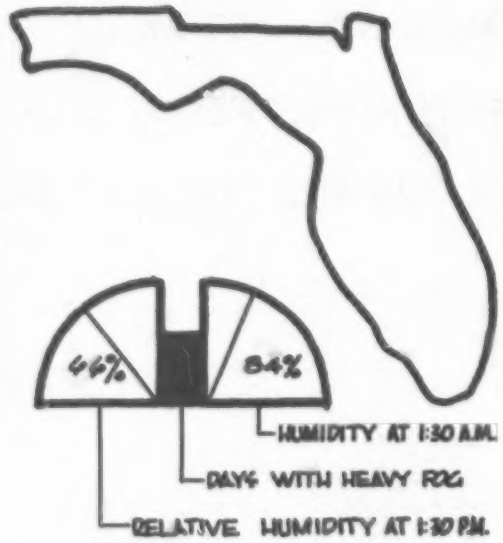
HURRICANES ARE LARGE, VIOLENT TROPICAL STORMS ORIGINATING OVER THE ATLANTIC OR GULF OF MEXICO AND MOVING USUALLY WEST NORTHWESTERLY OR NORTH OVER LAND AREAS. THEY CAN CAUSE LARGE-SCALE DAMAGE TO STRUCTURES, LANDSCAPE AND LIFE. WINDS MAY ATTAIN VELOCITIES OF 150 PLUS MILES PER HOUR AND BRING ABNORMAL AMOUNTS OF RAIN. COPING WITH THIS PHENOMENA OF NATURE IS A PRIME CONSIDERATION FOR THE AREA.

CHANCE FOR HURRICANE WITHIN ONE YEAR.....

R&K ARCHITECTS

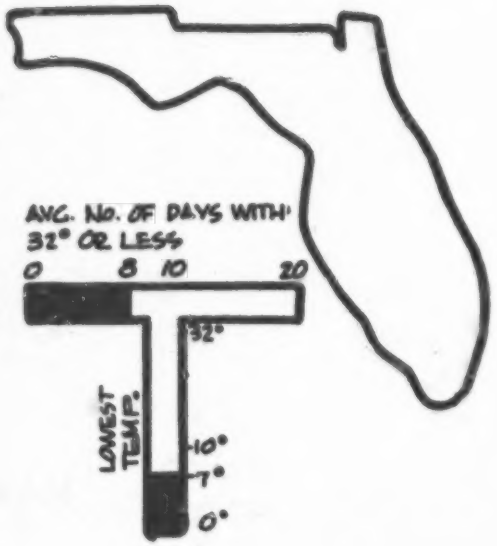
HUMIDITY AND FOG

HUMIDITY IS RESPONSIBLE FOR UNCOMFORTABLY "HOT" SUMMER DAYS - OCCURING JUST BEFORE AFTERNOON THUNDERSHOWERS. FOGS OCCUR MAINLY IN WINTER USUALLY IN EARLY MORNING HOURS.

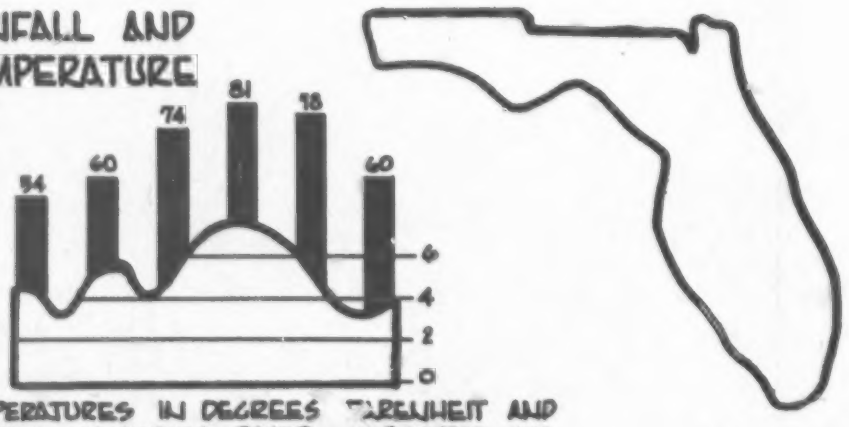


FROST

NORTHWEST FLORIDA IS GREATLY INFLUENCED BY THE WEATHER CONDITIONS OF LARGE CONTINENTAL MASS, OF NORTH AMERICA'S POLAR WINDS. THE AIR BRINGS COLD AND KILLING FROST - INFREQUENT BUT DISCOMFORTING.

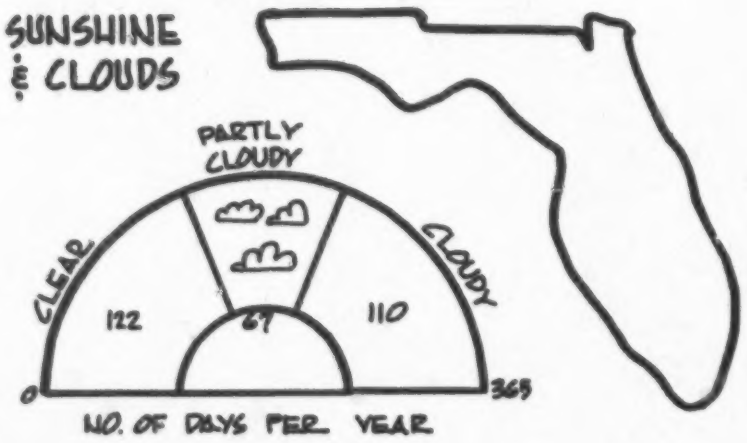


RAINFALL AND TEMPERATURE



TEMPERATURES IN DEGREES FARENHEIT AND RAINFALL IN INCHES BASED ON 30 YEAR AVG. AREA HAS A RATHER EVEN YEAR-ROUND DISTRIBUTION OF RAIN.

SUNSHINE & CLOUDS



R&K ARCHITECTS

ACCESS AND TRAFFIC

ACCESS TO THE SITE WILL BE FROM A PROPOSED TWO-LANE HIGHWAY CONNECTING HIGHWAYS 85 AND 285 AND VIA MINOR PAVED CITY STREETS THROUGH RESIDENTIAL AREAS TO THE SOUTH. DUE TO LACK OF A CONSENTRATION OF STUDENT AND FACULTY RESIDING IN THE IMMEDIATE VICINITY, ALL ARRIVALS TO THE SITE WILL BE VIA VEHICULAR TRAFFIC. THIS WILL CONSIST OF PRIVATE VEHICLES AND COUNTY OPERATED SCHOOL BUSSES. ANY PEDESTRIAN TRAFFIC, PRESENTLY OR POTENTIALLY WILL BE SO NEGLIGIBLE THAT IT WILL NOT WARRANT ANY APPRECIABLE CONSIDERATION.

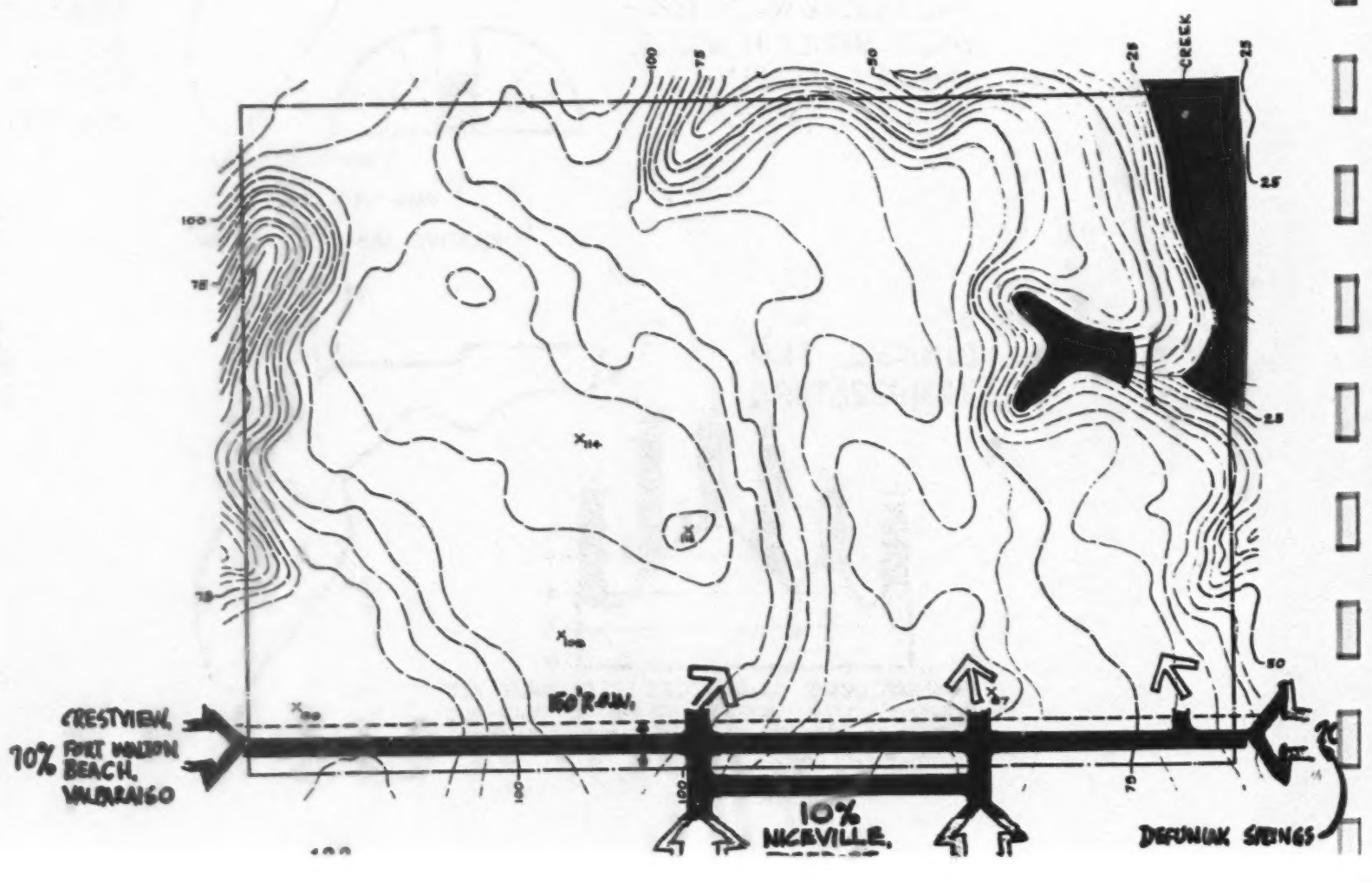
70% FROM CRESTVIEW, FORT WALTON BEACH, VALPARAISO AREAS

20% FROM DE FUNIAK SPRINGS AREA

10% FROM NICEVILLE, FREEPORT AREAS

⇉ MAJOR TRAFFIC

⇒ ACCESS TO SITE



OKALOOSA-WALTON · JUNIOR COLLEGE

EDUCATIO OPTIMA

1963

ARCHITECTURAL CONCEPTS

"These, then, are the two great questions which divide architects today all over the world, and in these architectural controversies lies a significant guide to the great controversies that trouble human life as a whole. Are we to seek for a society based on standardization, on mere physical efficienty - a society in which the person is a cog in a great machine and in which the production of anything, irrespective almost of its usefulness, is one of the two great aims and the creation of unlimited power, even for destructive purpose, the other? Or is the rich development of the individual to be the end? Is what the individual feels, loves, or rejects really the most important product of living? Is the aim of life to make people love one another or hate one another? In other words, is life to become the beehive and the anthill, or a stimulus to creativity and fellow feeling - where cooperation is voluntary and variety is as commendable as uniformity? To these problems architects naturally can give no final answer; what they build is what their clients want and need. They can help direct and suggest; but the future of architecture, like the future of the human race, lies in the hands of the people as a whole."

- Talbot Hamlin, Architecture Through The Ages

PHYSICAL FORMS

From consideration of the basic data and the analyses made therefrom the Architects have perceived certain inherent goals, fulfillment of which should be reflected in the design of the campus. Principal among these goals are the following:

GOALS

Awareness of the individual "... the College draws its strength and structure from its determination to assist in making continuing study a reality for students of all ages."

Encouragement of Cultural Fusion... The broadly-conceived community junior college can be the long sought catalyst for harmony between a scientific age and the refinements of society - an enhancement of equality for all learning experiences of each and every participant in the specific offerings and activities of the college. The advancement of our nation's technological developments with knowledge and improvements in tastes and skills is a challenge to the individual to lift his eyes above the horizon and search for his highest aspirations.

Acknowledgement of Environmental Context... Because conditions and influences stimulate and complement one another, the broadly-conceived community junior college must have an awareness of the times, present and past, reflecting clearly and coherently to any observer the relationship of its offerings for the varied needs of its clientele.

Creation of Efficient Patterns of Circulation... Since daily attendance will be via the bus, the automobile, or some similar vehicular method; provisions must be made that will readily satisfy requirements of safety, convenience and aesthetics.

Large scale problems in traffic movement and storage will automatically become an initial problem. Though it may seem unbelievable, the frustration and tiresome demands of getting to the learning process can become a major drain on the physical, as well as the mental, state of all.

Provision of Means to Aid Evolution of New Programming... Nothing else is so dramatically pointed out from the great babel of information concerning educational theories and futures than the explosive, chain-reaction process of technological and conceptual evolution that demands response to the criteria of continuing evaluation and modification. This phenomenon must be comprehended, Janus-like, looking ahead as well as behind.

Implementation of Maximum Space Utilization... Programming instructional and related facilities will develop with the anticipated campus population per activity, the establishment of phases of growth, the sizes of space required and policies on the utilization of facilities which reflect the increasing potentialities for student-initiated learning, a reflection of both

motivational research gains and of technological advances in media.

Establishment of an Appropriate Phasing Sequence... Factors, which in combination shall be the determining influences for programming the development of planning periods, shall evolve from estimates of future enrolments and similar program statistics, financial budgets, special target dates, and the best judgements of faculty involved in each subject-matter area.

Correlation of Phasing with Financing... Educational goals must set the objectives of financing; not financing set the goals of education. Phasing is a province of finance which enables the practical means of resources to lead toward worthy educational ends. Tempered by reason and promoted by commitment, both goals and means can find fulfillment.

TRANSLATION OF GOALS

Awareness of the Individual Learner... It has been said, "The process of architectural design is a great and wonderful struggle for an architect. One part of that process stands out with a special magic, as a moment of truth. That is the process of discovering a design concept, the basic core of an idea upon which the whole design centers and which will be tested as the details of the design are developed... a process of elimination and abstraction... study of the whole problem, eliminating the non-essentials and reaching through to grasp the heart of the matter."

DESIGN CONCEPT

This, then, will be our design concept: The basic architectural pallette - consisting of function and form elements - shall be a meaningful dedication to the invisible spirit of the learner in his activities and to the visible creation of an environment reflecting and magnifying his pursuits.

Activity and behavior patterns of students establish the framework upon which to formulate individual dimensions of the campus. Domains of time and activity are subdivided for analysis:

45% of Time - TILA - Teacher-Initiated Learning Activities
- A. Lecture-Discussion - 70% of this activity
- B. Laboratory - 24% of this activity
- C. Large Lecture - 6% of this activity

37% of Time - SILA - Student-Initiated Learning Activities

18% of Time - LILA - Leisure and Informal Learning Activities

100% of Student Activity Time

Here is the control factor in an institution's planning and operation. The individual's "day" becomes primary and inescapable, around which all other behavior patterns become secondary factors in planning - not to be ignored, yet secondary.

Focusing on such a basic requirement calls for provision of space to satisfy that 45% of the educational programming involved in the familiar Teacher-Initiated Learning Activities statistic. Particular study of space is needed for the 37% portion of time, Student-Initiated Learning Time, that is very much a part of the learning process. Through such space a new maturity can trigger self-teaching and usefulness that can reduce the collective tyranny of "the group." It can be a means to answer social and pyschological needs of the student - a place to claim solitude or community, for rewarding interaction with faculty, and above all, a freedom of action for independent study.

The College is attended by a commuting population. The problems growing from this fact are not just ones of traffic and circulation. The student can not afford to spend time just in the 45% Teacher-Initiated Activity alone. A magnet must draw him to involve himself more fully within the educational space - to spend 90%-100% of his time in pursuit of his goals.

Upon arrival at the campus it is anticipated that he will move from his mode of travel to a "Home Base Alcove" - a space module for individual study and small-group study - where he can localize himself for convenience throughout a given enrolment

period and where he can establish his place of independence from others at such times as he may desire.

The "Home Base Alcoves" will be housed in a central location on the campus in conjunction with the heart of the learning facilities - the learning resources center. Circulation will flow horizontally and vertically over broad traffic "pedestrian freeways" and stairwells.

Access to stored materials, catalogued collections in book form, films, records, video or audio, etc. may be accomplished in person, or by electronic means from remote points.

A major portion of the faculty should be easily accessible to students at or near this central location. Yet the arrangement must provide for the faculty needed privacy from the student as well as to avoid for the student a feeling that he moves within the presence of an "all seeing eye."

With the flood of students and the drought of faculty, Student-Initiated study reinforced via new media - films, tapes, television, microfilm, computer-mediated instruction - can deliver the facts to the student and allow the teacher greater time in identification of further resources; in perfection of techniques of presentation; and most important in

personal contact with the student for interaction in counseling and guidance. For the student, carefully planned and implemented self-initiated study can stimulate a depth of understanding in other fields, as contracted to many other assignments of narrow specialization. Further, such study can challenge him to search the immediate locality as a source for determining the educational services he personally needs and wants.

Every aspiration the individual has to cope effectively with the problems that he meets utimately requires some form of learning. Today's living, in scope and complexity, demands more than "just a little learning." It is an accepted fact that everyone must now be better educated and more continually educated than a person in a similar situation of just a generation ago. This fact is true at all levels of functioning in our society - be it a professional student required to earn a doctorate to qualify for callings that his predecessors entered into with a Bachelor Degree or the factory worker of yesterday who now must read elaborate directions and interpret complex diagrams.

This in turn makes the educator's task more demanding and time-consuming. He finds himself in need of all the extra help he can get. It is necessary to find, devise and house such aids and equipments as may assist the mentor and the student alike to make the most of all learning opportunities.

Comments by President John H. Fischer, Teachers College, Columbia University, state well the approach, "The revolution in communication that has been wrought by electronic technology has been called the most influential cultural development of this century. Yet the use in schools of modern devices for recording, transmitting and retrieving information has been scarcely begun. The most vigorous steps must be taken to adapt these devices to educational use, to develop new teaching methods to exploit their possibilities, and to see that the substantive materials for which they are used are wisely selected and well organized. The work to be done is by no means simply a matter of tooling up for commercial production or attracting venture capital. Indeed the manufacturers are in many ways ahead of the scholars and the education clinicians who should be working with them. There are, of course, admirable exceptions to this general condition, especially in some types of programmed instruction, in work with film and projectors and in a few other fields, but the lag is more impressive than the progress. What is needed goes well beyond larger libraries of tapes and films, more good programs for teaching machines, or increased hours of television time. The most urgent problem is to develop a theoretical approach to the design of educational systems that will bring the talents and skills of people operating at different levels of

competence and responsibility into conjunction with the capabilities of mechanical and electronic devices."

Indeed the combination of all the approaches and efforts must combine to meet the complex undertaking. It is inconceivable, in a world that every dawn sees some new and improved form of technology, that teaching and learning will continue at the pace and fashion of yesterday.

Cultural Fusion... The challenge to the individual in contemporary society is to meet his future "world of work" within a broad perspective that gives meaning and purpose to accomplishment of that work. Response to this challenge begins in an occupational education that will develop an individual that uses his brain for thinking, reasoning and creating; rather than being a trained robot functioning as a machine. It is the determination of Okaloosa-Walton Junior College that its program shall develop to fuse the diverse elements of educational pursuits into one meaningful range of learning experiences, thus implementing the basic concept of a broadly-conceived community college.

Dr. Lee G. Henderson, of the Division of Community Junior Colleges, Florida State Department of Education, defined the role an occupational education plays today, "Those persons who ponder seriously the meaning of education in a free society and who, at the same time, have some acquaintance with individual differences among students will agree that higher education, for most youth today, must be characterized by diversity rather than conformity; by opportunity rather than selectivity; and by practicality. Someone has said that the goal of a liberal education is the unity of the good, the true and the beautiful. For the 'good,' one thinks of the humanities; for the 'true,' the sciences; and for the 'beautiful,' the arts. To these I would add the 'necessary' - an occupational education for the world of work. The community junior college is taking a major role in this 'necessary' segment of liberal education."

The junior college - a new kind of college - standing between high school and university is indeed an institution in its own right. It is total education for all who may, at any age, seek its services - a key to meaningful future living.

History records the main spirit of America from our earliest days as a nation as being oriented toward mechanized production. We have had little of the

great, deep-rooted, manual-production culture in our temperament that has characterized old world countries. The few examples of native artisans in our history have never created any great wave - only ripples. These ripples, however, are now expanding into ever-widening circles in a country grown rich and self-consciously progressive during the last decades. There are efforts to over-take the industrialized state with developments in the realm of human feeling. The ritual of consumer sacrifice to the machine-age god by Madison Avenue high priests on the altar of built-in obsolescence must be tempered. The chief aim must be in refinement of workmanship through an awakening of a sense of pride in the enhancement of the quality of production, a skill itself. Educator, artist, workman, industralist, must collaborate in vigorous efforts to unite art and workmanship, art and industry, art and daily life.

This College in its commitment to integrate college parallel, technical training and vocational studies on one campus demands a unique educational setting. The offering of these different experiences to the student in selection of careers and life purposes places into action recognition by the College and the community of the value and function of craftsmanship and scholarship in an industrial society.

OWJC intends to implement the educational experience not only in dictated educational courses but in all potential opportunities. Arrangements of facilities that enable the student to view a variety of learning activities in shops and laboratories as they pass from one area to another on the campus, is but one example of this extension of experiences. A kaleidoscopic montage of sensory contacts with learning activities of all types shall open new avenues of life purpose to each student and potential student. This basic observation opportunity will be further implemented by intra-college relationships among all students on the campus, no matter what their interests or skill-levels. These relationships will be developed by students communicating in campus crossing points - the materials center - eating places - exhibition areas - theatrical presentations - walkways and congregating places.

To further house such an effort the old tradition of providing buildings for particular departments, and/or colleges now fades - it has been said the greatest problem in planning a college is "the tendency to pour new educational wine into old bottles of traditional acedemic concepts." With students and programs standing side by side, the facilities must reflect this harmony.

Spaces demand an allied organizational plan - natural groupings of buildings by function.

Admittedly, no matter how idealistic this theory may satisfy a program, the practical side must be considered and carefully weighed. Certain functions will have physical affinity - noise, cleanliness, service, circulation, etc. Therefore, we have an organization of space in terms of natural functional activity and characteristics, that will evolve a campus reflecting in physical form the discipline of the College's philosophy.

Total Environment... The creation of an identity reflecting and encompassing those conditions and influences engendered by or implicit in:

A. The OWJC educational philosophy and program

B. The effective use of new learning techniques and materials

C. An orderly and reasoned functional approach to activities and disciplines

D. An atmosphere harmonious to concepts and pursuits indigenous to learning processes.

Discussion of the physical forms satisfying a majority of the first three of these conditions occurred in the previous comments although they are a definite part of the total environment.

The two greatest influences causing revolutions in campus planning are reflected in the latter two conditions: (1) The great influx of students forcing colleges to assume mass-scale in housing the various activities; and (2) The organization of educational space according to function rather than according to the traditional schools, colleges and/or departments.

On this campus the role of function, with its efficient, coordinated use of space will result in a distinctive type of teaching-space and study-space form. In order to give emphasis to function as the source of form, any considerations of the physical form have been in the context of satisfying function. It is now necessary to establish and communicate that form which we judge can house best the function of the College. Though function and form may be analyzed separately they occupy equal places on the architectural pallette, the sequence of consideration being the important factor.

Above all, the form shall exhibit the dedication to the Individual in his function as a learner. This dedication is the key to a scale we shall call

"personal" - fully aligned to those persons for whose use it is designed.

With this key - the "personal scale" - we shall attempt to evolve a visual result, reflecting functions in an atmosphere harmonious to concepts and pursuits on this campus that will facilitate relationship of the observer to his surroundings.

Scale is any system of measurement convenient to us and to whatever we are measuring. We have scale that weighs quantity - the mass scale that has invaded so many institutions today - bigness that overwhelms and crushes.

While the scale to serve the dictate of numbers will have to be respected, it shall not overpower our commitment to the individual - "personal" - scale. The employment of the principles of scale to create the impression of intimacy will be encouraged at every opportunity. The elements and qualities which will enable people to "feel in place" in the College's environment shall be paramount. To understand the source of scale in ourselves and how we may manipulate them, we need first to turn to history in architecture and to explore avenues that lead to our goal.

Throughout history man has sought to gain control over his physical environment according to needs and preferences of the times. For a moment let us look at a bit of contemporary history - the present temporary site of the College is unique in its form, but, be it accidental fate or by design, it satisfies the personal scale we are now trying to create at the permanent site. The present site centers around a small city park in the section of a township that had "died" when the relocation of a highway lured business elsewhere. Nevertheless, it had a typical small-town pattern and the structures surrounding the park were scaled to the size of the human occupants. It was this sense of protected enclosure, human contact, and intimate circulation that gave the infant college its successful spirit of activity and feeling of life. People witnessed and wanted to be a part of <u>doing</u>.

Sentiment and familiarity with the present temporary campus, located around its "park-heart," may be an unconscious reason for turning to it for a campus form. Nevertheless, it is felt that consciously and with definite purpose the success of the spirit of the campus, the breath of life that is felt in the stimulation of student movement, is probably a better reason for adopting the plan as a theme or symbol of this campus.

In the early towns of this nation we have such a "point of contact" - a neighborly place where people bump into each other. Again, whether by design or by accident the form evolved is not important. its success as a space grows from scale factors which generate intimacy and interest in others and in the locale. We have called the spaces "commons" in New England, "plazas" in the South and Southwest, and "squares" or "parks" scattered over the entire country.

It is this type of space that shall symbolize the personalized value structure of this College - a living symbol form. It shall collect the "population" of our "town" - students, faculty, and visitor to the campus. It will be called a "park-plaza" due to the historical reflections back to earlier periods in the region: It will become a place to house people, where you can go for a purpose or no purpose at all - free to sit and dream without loneliness, yet alone, to watch others or to join them at will.

In architecture the "scale" we refer to is a matter of keeping things in context with each other and with people - that buildings and their component parts are related harmoniously to each other and appropriately to human beings.

The "park-plaza symbol" as a campus form must have established essential fundamentals for design considerations to work out the desired "personal" scale. Basically these rules are:

1. Recognition of the importance of carefully considering the massing, detailing and placement of buildings in relation to the spaces in which they set.

2. Observation of buildings from vehicle or on foot - usually at oblique angles - so that they shall be placed at their best vantage points.

3. Development of an architectural detail for a common motif for all structures - by-product of this motif will include an economy factor in providing a modular scheme and provision of a visual unification of all buildings.

4. Consideration of the movement of people - axis of space generally coinciding with movement paths - therefore, spatial axes reveal spatial extent. If a building out of commitment to function lies astride a spatial axis, it may be penetrated and leave the observer free to walk through it. If a

building occurs at a dominating central location, it shall be complemented by spaces or paths of movement along-side.

5. Acknowledgement of natural environment - Since the site is an irregular terrain, buildings will be at varying ground levels.

6. Attention to composition - Buildings will be of different sizes - predominately at a one or two story level, long, for a horizontal line to achieve sense of stable repose.

7. Awareness of balance - The buildings themselves will be fairly symmetrical for a sense of stability with the groups of buildings, asymmetrical for a dynamic balance in space.

8. Compatability with nature - No attempt shall be made to overwhelm nature. The buildings shall "fit" into the site. Nature will be very much a part of the site. It is an accepted fact that the first phase will not close in the "park-plazas" as completed spaces. Until the master scheme is achieved it is proposed that the use of the forest on the site shall be selectively cleared to a tree line at the edge of the future perimeter of the building line of the space, yet preserving natural trees and principal shrubs within that space.

9. Variety of sights - The overall impression shall be unified by a constant interplay of basic themes - open space moving into closed space, wide roof overhangs, simple brick and frame architecture, courtyards or alcoves, similar doors and windows, vistas out of the parks into the surrounding areas, use of small corner spaces as odd corners for places of cool and informal, solitude and quiet; and yet a large, open-span across the park for brilliant sunlight and order, and not least, the flow of people.

10. Buildings not to be viewed as an isolated whole from close up. Side facades only partially seen if at all. Usually forced to look up to see facades.

11. Employment of principles of "scale":

    A. Intimate spaces are never much greater than 80 feet across.

    B. Urban space no greater than 450 feet.

    C. Monumental space greater than 450 feet, human beings cease to play a part.

    D. Normal frontal view in a space determines the degree of enclosure - the sense of space - which we feel. The feeling of enclosure will be largely determined by

relation of viewing distance to building height as seen by normal frontal field of view:

- When a facade height equals the distance we stand from a building (a 1:1 relationship) we see the top at a 45° angle from the line of forward sight. Since the building is considerably higher than the upper limit of our field of forward view (30°), we feel well-enclosed.

- When a facade height equals one-half the distance, we stand from a building (1:2) it coincides with the 30° upper limit of our normal view. This is the threshold of distraction, the lower limit for creating a feeling of enclosure. When a facade equals one-third our distance from the building (1:3) we see the top at about 18°. At this proportion we perceive the prominent objects beyond the space as much as we do the space itself. When the facade height is one-fourth our distance away from the building, (1:4), we see the top at a 14° angle, and the space loses its containing quality and functions more as an edge. The sense of space is all but lost, and we have more of a sense of place.

Renaissance architects thus derived a simple rule of thumb for the length-to-width proportions of a park: Where facade height is uniform, length-to-width proportions cannot exceed 1:3; if it does, the end walls are too low and the space "leaks out."

12. Recognition of wall continuity influence - Spatial enclosure is also a matter of continuity of wall surface. Basically this means that the role of building facades must be subservient to the spaces they form. Spatial enclosure is weakened by too many gaps in walls, drastic variations among facades and abrupt changes in cornice line.

13. Perception in terms of light conditions - Light conditions will have a great deal to do with appearance. Our eyes and light govern the way we see building masses. From a distance which equals the height of a building or object (the 45° of 1:1 relationship) we tend to notice details more than the whole facade or object; at a 30° or 1:2 relationship, we see the object as a whole composition, together with details; at an 18° or 1:3 relationship, we see the object in relation to surrounding objects, and; at 14° or the 1:4 relationship, we see the object as a forward edge in the entire scene.

Bright, clear light parts of objects stand out. As light diminishes, as during evening or on dull, cloudy days, the whole composition holds the attention. Thus, southern facades may be vigorously articulated while northern facades may be more successful if delicately articulated. Dark objects seen against light backgrounds recede, while light objects against dark backgrounds advance. Warm-hued buildings advance, while cool-hued ones recede and seem less solid. Rough surfaces seem thick; smooth surfaces, thin. Reflections are darker and less colorful than objects themselves.

14. Attention to contrasts - Contrast can be used with:

- Free disposition of trees as a pleasant foil to an overly rigid array of buildings giving a feeling of freedom to harsh regularity.

- Arches or columns which act as transitions between different kinds of space.

- Vistas which are framed with flanking objects or arches.

15. Alertness to profiles - Skylines can be interesting with use of texture to roofs or distinct shapes - the silhouette can be effective from a distance.

16. Focus on articulation - Facade articulation can bring large buildings down to human scale and give smaller ones an air of importance. Long facades can be subdivided into more digestible elements. Small facades can be more assertive by exaggerating sizes of its component parts.

17. Buildings must be partners to each other and without any sense of intrusion on the park-plazas.

In a survey, college presidents were asked to list the elements in order of importance in their campus buildings. The response listed: 1. Utility, 2. Functional Arrangement, 3. Economy, and 4. Beauty. One of the presidents stated, however, "Esthetic crimes have been committed under the guise of 'utility'. Just as a lack of beauty has sometimes been excused by the spurious claim of economy. Assigning a rank order of importance to these terms assumes a dichotomy which should not exist. The fact that countless specific choices must be made in which one consideration may conflict with another is understood, but this does not lessen the obligation of the architect to achieve an over-all balance within the scope of the assignment of the project."

It is with equal attention we focus on esthetics - the branch of philosophy dealing with beauty and psychology of sensations and of emotions excited by what is beautiful; to a statement of the approach to creation of an atmosphere that will become an important part of the total environment, indeed compatible with this educational enterprise.

During an early planning meeting, the Architects were asked, "What kind of style will the buildings have?" A selection of style, historic or contemporary, will not, of itself, secure a good development plan. It would appear that the "style" which would best serve the College would be a form or shape that reflects a respect for that which has been done and a willingness to approach that which is new. The pure, historic styles are generally watered-down versions visually inferior to their past. On the other hand, to mistake something new as something good is an ever-present danger - especially when examples are untried or unavailable for critique.

Careful attention to detailing, massing, scale and selection of materials for color and texture shall be paramount. Study of native materials that may recall past regional architecture should be considered and weighed for appropriate use. Colors and textures should be compatable with the natural landscape of heavy native growth. Maintenance factors entering into the selection of materials shall reflect the quiet, permanence of their finishes.

The feeling of beauty should grow from a homogeneity of the design, a quiet monumentality that has an impressive mellowness, a dignity without ostentation or coldness.

Use of landscaping shall play an important part in achievement of beauty for the campus. Landscape combining utilitarian aspects with the natural beauty of the environs to achieve an amentity - "a pleasantness of the place."

Comment concerning beauty is best summed up in the following conversation between two of the participants at a meeting between the nation's college presidents and the A.I.A. Committee on School & College Architecture. Dr. John Tyler Caldwell, President, North Carolina State University, said, "Many people don't think it makes any difference (esthetics). We all have to be made aware of the importance of quality in our architecture. A lovely environment is important - beauty is important - art is important - and these things are not said enough! Most people don't think about the importance of quality to the lives of the people who live in a particular environment." As one of the architects remarked rather wistfully, "That statement should have come from an architect!"

Circulation... The relationship of vehicular traffic to pedestrian traffic is one of the crucial problems of campus planning. The commuting population introduces sudden, large movements of traffic and establishes demands for convenient, prompt storage of vehicles while allowing quick and safe foot traffic to the final destination point. The decisions of circulation and service elements will serve as one of the pivotal considerations around which building sites will be determined. With safety and convenience as prime principles in programming campus circulation, one more important factor must be considered - circulation that can be a planned, pleasant experience. In other words, riding or walking, special effects are important at the beginning and at the end of the journey - organization to please the senses, not to stun them.

The hero of the modern fairy tale The Phantom Tollbooth by Norton Juster says, "As you know the most important reason for going from one place to another is to see what's in between, and people took great pleasure doing just that. Then one day someone discovered that if you walked as fast as possible and looked at nothing but your shoes you would arrive at your destination much more quickly. No one paid any attention to how things looked, and as they moved faster and faster everything grew uglier and dirtier, and as everything grew uglier and dirtier, they moved faster and faster and at last a very strange thing

began to happen. Because nobody cared, the city slowly began to disappear. Day by day the buildings grew fainter and fainter and the streets faded away, until at last it was entirely invisible. There was nothing to see at all."

Although the tale is of a city, the point can be applied to many events in contemporary living - especially to a college campus. After all, what is the campus but a city in form and function - a great intermingling of many activities and of population concentration.

Among the elements to be closely studied and judged on the basis of criteria which embrace service and give pleasure to the observer as he moves on the campus are the following:

Vehicular Traffic - Roadways shall be safely designed for mobility with attention to artful sequences of vista - a landscaped parkway weaving around the campus on the more scenic east, lake-shore drive; a direct, easy and quick flowing artery to the central part of the campus where greater concentration of people will occur; a wide-swinging service drive to the west of the site to separate this function from campus life, with the entire campus "looped" to allow

easy movement of the pedestrian directly to his destination without hinderance of heavy, vehicular traffic flows.

Approaching the campus from the main highway the first impression will be forumlated with a gatehouse to welcome all, as well as to serve as a point of inquiry, the housing of security personnel and the control of traffic into the site. The entrance sequence will open from the "gatehouse" to a "green" or alleyway of broad, rolling lawn surrounded on its border by parallel traffic arteries and these in turn bounded by tall, undisturbed forest. The intent is to provide a place of transition from the highway area into the heart of the campus. It will also allow an unbroken vista from public roadway into the site - rising slowly but surely upward - to the mass of buildings in the vista beyond - with the administration facilities appropriately terminating the head of the "green."

Along the southern edge of the site, natural growth of forest will be allowed to remain as a buffer to the environs.

Parking shall be more than bare utility - trees are the basic ingredient to the plan: they screen, shade, camouflage; then add beauty and human scale. Parking areas shall be strategically placed to provide easy storage of vehicles with relation to building placement and traffic arteries. Good visibility must be afforded driver and pedestrian. Consideration of treatments of surfacing of pavements for texture and color appropriate to the overall feeling of the campus design concept. Areas shall be concealed, when practical, either by artifical depressions, mounds of earth, location in natural topographical features or among shrub and tree barriers.

Signs are to be designed as graphic symbols as a part of "campus furniture" for easy legibility, uniformity and attractive appearance. Lighting should be designed for a night campus as well as daytime - attention to visual effect - with safety as a paramount rule yet more than a security tool. Brilliant lights and tall awkward standards make most parking lots look like prison yards. Low lights can eliminate nuisance factors and are to human scale and more decorative. Low lights can also mark turns, walks and throw attractive

patterns on pavements and shrubbery. Their good design should be decorative for night and day.

Pedestrian - Attention and dedication to the scale of the individual previously stated under Total Environment should first become evident as the observer of the campus alights from his mode of travel and walks across the campus.

It is the circulation pattern determined by distance, convenience and time that will determine a campus size - or it might more nearly be said - the individual's legs are the governors of these dimensions.

As we walk around we enjoy the greatest freedom of choice and degree of contact with people and places we are passing by. The major limitations on walking scale are distance and speed: Most people in performing routine tasks are willing to walk only about a half mile, and walking speed averages 2-1/2 miles per hour. This, a distance of approximately 2,200 feet, can be covered in ten minutes or so.

A pedestrian circulation plan will knit the traffic areas to the heart of the campus - attention will be made to the principles of "artful" movement of great masses of people in short periods along walkways, as

was done in Renaissance buildings and Baroque towns. The casual movement sequences for other purposes should also be a consideration as found in medieval towns. Walks can be designed therefore as formal and informal, fast or slow, and should be provided with accents, pauses, transitions, intersections, and points of interest and arrival.

With the grouping of buildings around the "symbolic" park-plaza, pedestrian traffic shall arrive into the area via passage:

1. Under raised or stilted structures to allow points of greatest flow of pedestrians for adequate movement.

2. Through breezeways or covered connecting passageways joining separated structures.

3. Actually entering buildings themselves and moving out into the space.

Circulation within the park-plaza will conform to no set rules or "pet" theories - such as rigid, imposing axial or gridiron walks, or waiting to pave paths made at random once the pattern of traffic flow dictates a need. The park-plaza must fulfill not only quick and easy circulation but also no purpose at all - a space to "wander in." There is no contrived

togetherness but a casual place for no purpose at all - just to sit and watch, study or dream - yet it can become most efficient and handle great surges or collections of human traffic.

The "floorscape" is the plane of the park-plaza and attention to its "texture" shall be important in this concept. Texture can implement fast walking or induce slow walking or be comfortable for relaxed sitting. Divisions and scattered planting pockets, walled "inglenooks" will be used to subdivide into intimate areas and cast shadows to "scale down" the expanse. Terracing will follow natural slopes and as a counterpoint the raising of platforms for structures will afford a feeling conducive to elation by forced ascent. Depression of spot areas will provide places of security and relaxation.

Extensive use of lawns or grass areas will be discarded. Properly planted initially, the cost is exorbitant, and the maintanence program requires the loving care of a golf-course keeper. Eventually it would be irretrievably trampled to death. If it cannot be walked or strolled on, or sat on, then it has no place fulfilling the basic needs of the park-plaza concept. The story goes that Dorothy Canfield on visiting a public housing project in 1940 asked the "front office" man, "What is the single worst cause of friction between the tenants and the management?" ... "Grass!" he cried. "We cannot keep them off the

grass!" She said, "I stared, remembering the beautiful grassless French public gardens. 'Then why have grass?' I asked. But my guide had not seen the Luxembourg or the Tuilleries parks." "No grass?" he complained, horrified, his eyes wide with Anglo-Saxon veneration for our fetish. "What would you have?" "What would you have? Gravel. Nice, well-raked gravel, with trees growing at frequent intervals. You can't have trees here because the roots would kill your old grass. And a well painted circular bench around each tree for the mothers to sit on. Then the children could run and race in all directions, free as the air. And you'd never have to think up a new way to yell at them to keep off the grass."

Although the point is well made, grass can become a part of the campus "floorscape" in its particular place, but not as the carpet for the outdoor living room of 3,000 pairs of feet.

Initially in the first phase, finances may be a factor in the completion of the park-plaza. However, it can become the place to which student groups, alumni and interested parties can devote attention to creating a place to house living memorials. No finer reason for, or use of, such a "symbol" as the heart of the College for such dedications.

Placement is provided within the park-plaza for a large three-sided, stepped amphitheatre-form for seating of

large outdoor assemblies or rallies, concerts under-the-stars, festivals and exhibits. On one side, the rear of the auditorium stage will be located to open with doors to the "sunken" park-plaza area for use as a stage. On occasions utilization of this arrangement can allow quick reversal into the auditorium, if sudden inclement weather prevents an outdoor performance. Use can be made of stage equipment, as well as providing an outdoor work area for students where others may sit and be "sidewalk superintendents" of scenery construction. This alone may stir interest in students to desire to see the end result in a performance or to enter into direct participation in the production - a step in education and appreciation of the arts and further unification of student actions.

The campus shall reflect the development and attention to correct and compatible styling in lighting and exterior "furniture and hardware." These necessary items become exterior decorations in which esthetic value rank with their practical value.

Lighting standards and locations must play a dual role, night as well as day. They can unify and repead pleasing familiar patterns and shall be scaled to the human. The lighting effects on the buildings themselves and in turn the light from large windows that illuminate the exterior are a problem of a night campus. Elimination or reduced use of glarish overused mercury-vapor lights that destroy natural

colors and of multi-colored floodlights, neon, etc., of a commercial nature can assist in effecting an appealing environment. In the park-plaza a diffused glow at night can help capture a serene atmosphere which compliments the structures.

The exterior furnishings include benches, seat-height walls, screen walls, lamp standards, canopies, planting boxes, sculptures and fountains, a bell tower or carillion, clocks, shelters or kiosks, directional signs, and places for student posters, notices, exhibits. Consideration of placement and design of television and microwave towers can become symbolic of an alert, current college in this electronically-oriented world. Exterior hardware pertains to outfittings of utility and mechanical systems, including meters, utility poles, transformers, overhead wires, traffic signs, manhole covers, sewer covers, police-fire call boxes, etc.

It will be of particular interest to the function and concept of the park-plaza to provide "kiosk" or pavilion type structure to be of a semi-permanent nature. Permanent for use and maintainence but portable enough to be flexible in function and mobility. These structures would satisfy a need for campus life within the park-plaza affording a haven from the elements as well as a place for exhibits, signs and posters; as a type of a outlet for student made products; for practice rooms; craft or

hobby space; project developments; vending machines; information-ticket sales; and maybe a place to meet in or just to sit in.

Evolution... The process of natural growth can hardly be called orderly - like Topsy "It jes' growed." It is then desirable to control and dictate a pattern for some natural growth resulting from causes and influences in the total plan - allowing an educational space never static. Phasing actually becomes an excellent tool that can provide moments in periods of growth for reflections on what lies ahead as well as analyzing that which is past.

Space Utilization... A venture again to the criteria stated under the individual's day, reiterates a definition of needed spaces and through the educational program and the student population numbers, kinds and sizes can be determined. These facts are tabulated and explained accordingly in the next section in order to provide a direct translation into space requirements.

Phasing... Methods of phasing may best be adapted to the tradition of familiar labels and their respective time periods definitions:

Short-Range - (Up to Five-Year Programs) Definite commitments to build a facility and improve the site with an immediate date predetermined. Actual dates have been further determined at OWJC due to commitments of establishment of facilities for accreditation and for the budgeting of available state and federal financial resources of the College within fixed time periods. These dates are:

Early Filing - HEA Project - August 1, 1966
Final Filing - HEA Project - August 31, 1966
Filing - VEA Project - October 1, 1966

Begin 1st Phase Construction - 1st Quarter, 1967

Substantial Completion of 1st Phase Buildings - April, 1968

Middle-Range - (Ten Year Program) A means of providing a systematic way of handling priorities for facilities for a known need but which a precise determination can not be made.

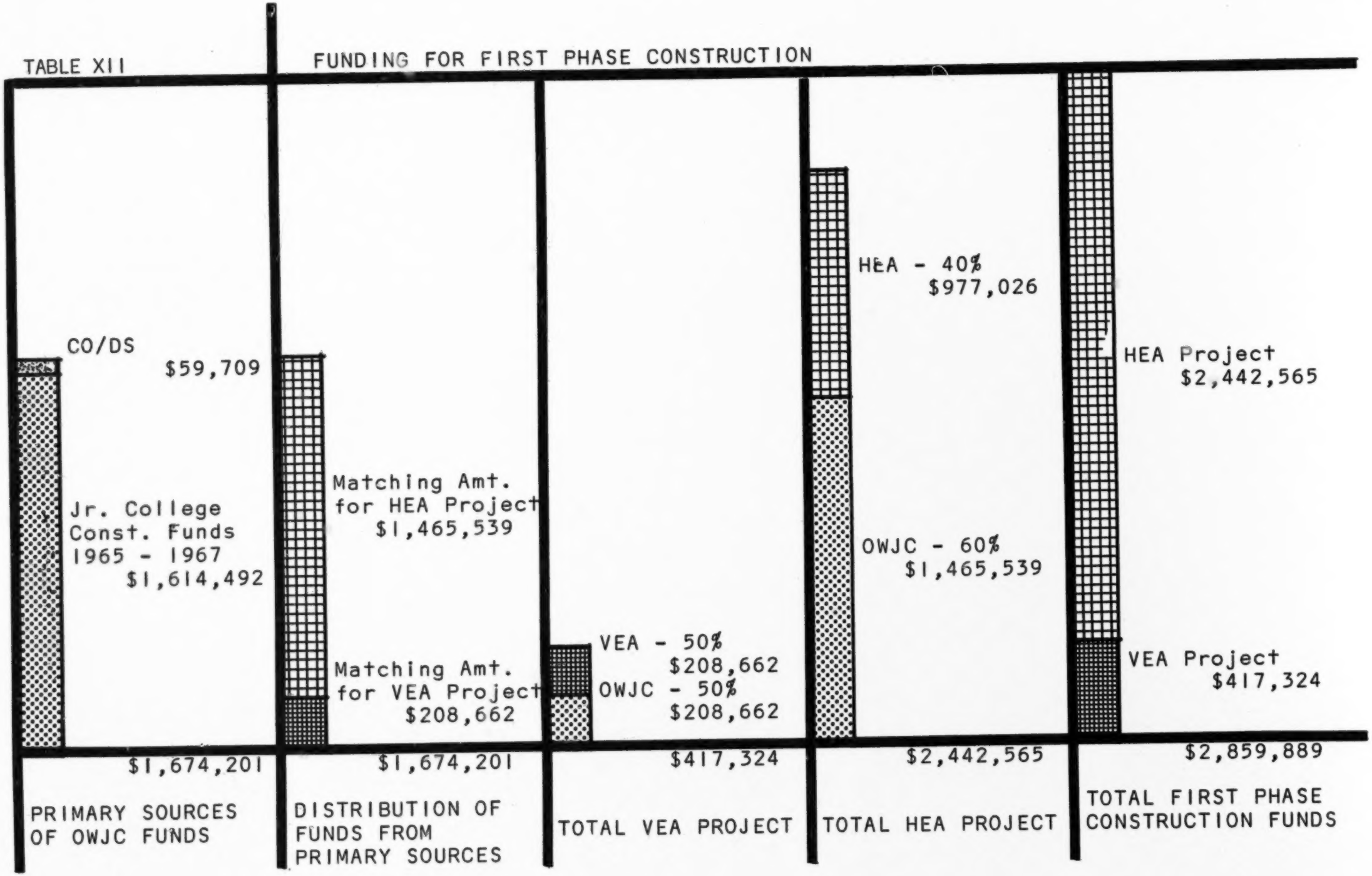
Conditions and limits can set plans which immediate construction must meet as well as being idealized goals which are more practical and can be put into being more readily than long-range projections.

Long-Range - (Over Ten Years) Here we have an outline only true for future generations - hopes and desires - yet containing reasonable information for evaluating potential change and growth that must be anticipated earlier.

Financing... Last but not least in the list of goals - a budget must be adhered to. Cost will also be a part of programming the amount of space in each phasing of development and expansion. The anticipated expenditures for facilities are outlined in Table XII.

TABLE XII

FUNDING FOR FIRST PHASE CONSTRUCTION



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EDUCATIO OPTIMA
1963

Site UTILIZATION

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SITE USAGE SCALE

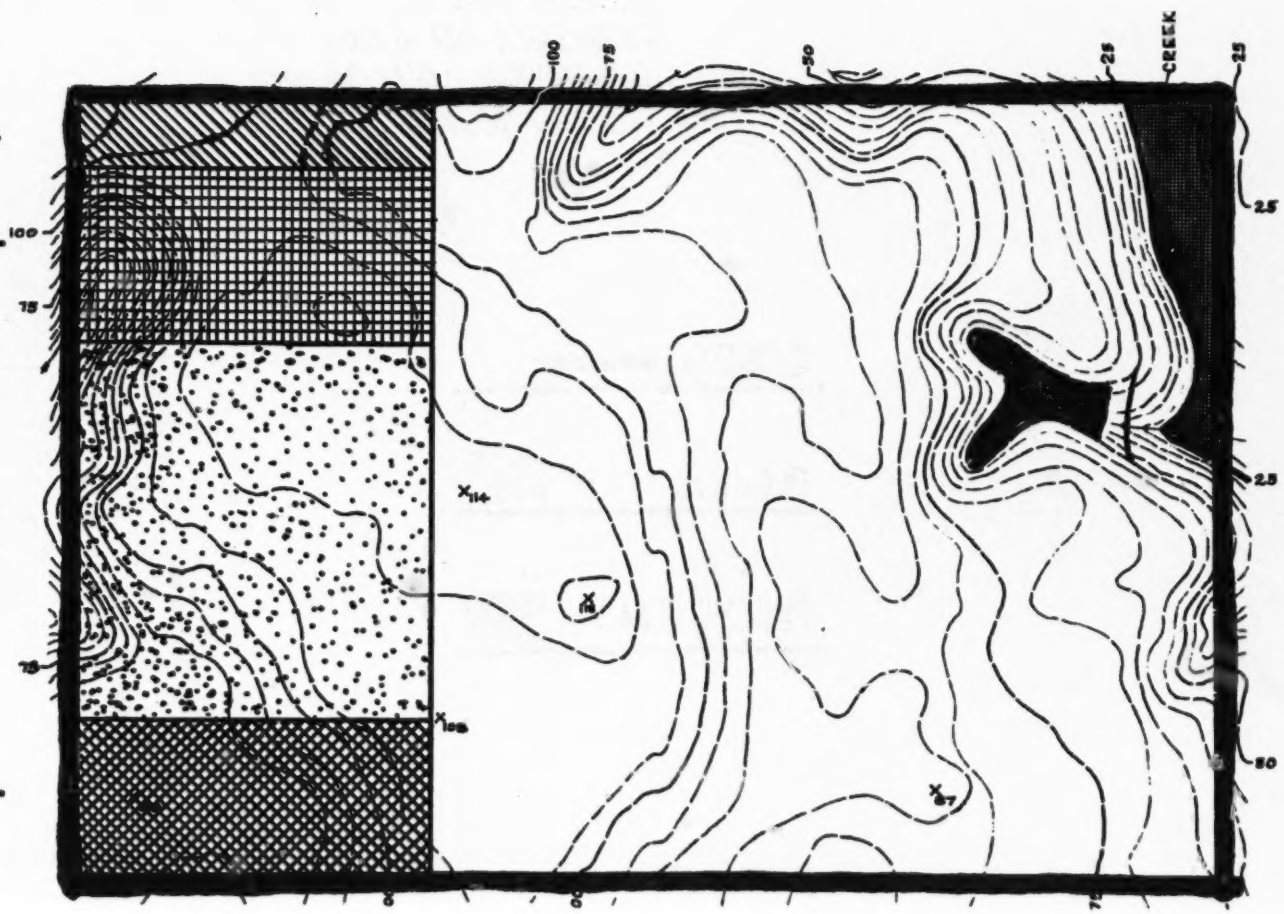
APPROXIMATION OF LAND COVERAGE WITH RESPECTIVE USAGE IN RELATION TO THE SITE SIMPLY TO ILLUSTRATE THE SCALE OF THE PROJECT.
BUILDINGS AT ONE STORY ARE SHOWN COLLECTIVELY AS IF ALL BUILDINGS WERE ONE STORY IN HEIGHT AND UNDER ONE ROOF.
THE PARKING AREA IS FOR 1.970 CARS AS IF IN ONE MASSIVE LOT. PHYSICAL EDUCATION IS AS IF ALL FACILITIES WERE ADJACENT TO ONE ANOTHER.
UNUSABLE ACREAGE WILL BE THE PROPOSED LAKE SITE AND DEDICATION OF A 150 FOOT RIGHT-OF-WAY FOR TWO LANE HIWAY AT THE SOUTHERN BOUNDARY.

BUILDINGS AT ONE STORY--

PARKING IN SURFACE LOTS---

PHYSICAL EDUCATION ------
SPORTS AND RECREATION

LAKE & UNUSABLE LAND-----



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CIRCULATION

THE BASIC OBJECTIVE IN PLANNING THE CAMPUS CIRCULATION IS TO PROVIDE EASY ACCESS AND STORAGE OF VEHICULAR TRAFFIC AND TO CREATE A SAFE PEDESTRIAN FLOW TO AND AMONG BUILDINGS. A CLEAR SEPARATION BETWEEN VEHICULAR AND PEDESTRIAN ROUTES IS SOUGHT TO AVOID DANGEROUS CONFLICT OF PEOPLE & VEHICLES. TRAFFIC IS BEST HANDLED WITH A "LOOP" SYSTEM ALLOWING VEHICULAR ACCESS AND PARKING ON ALL SIDES OF THE HEART OF THE CAMPUS WHILE LEAVING THIS INTERIOR AREA FREE OF ALL VEHICLES FOR SAFE AND EASY PEDESTRIAN CIRCULATION.

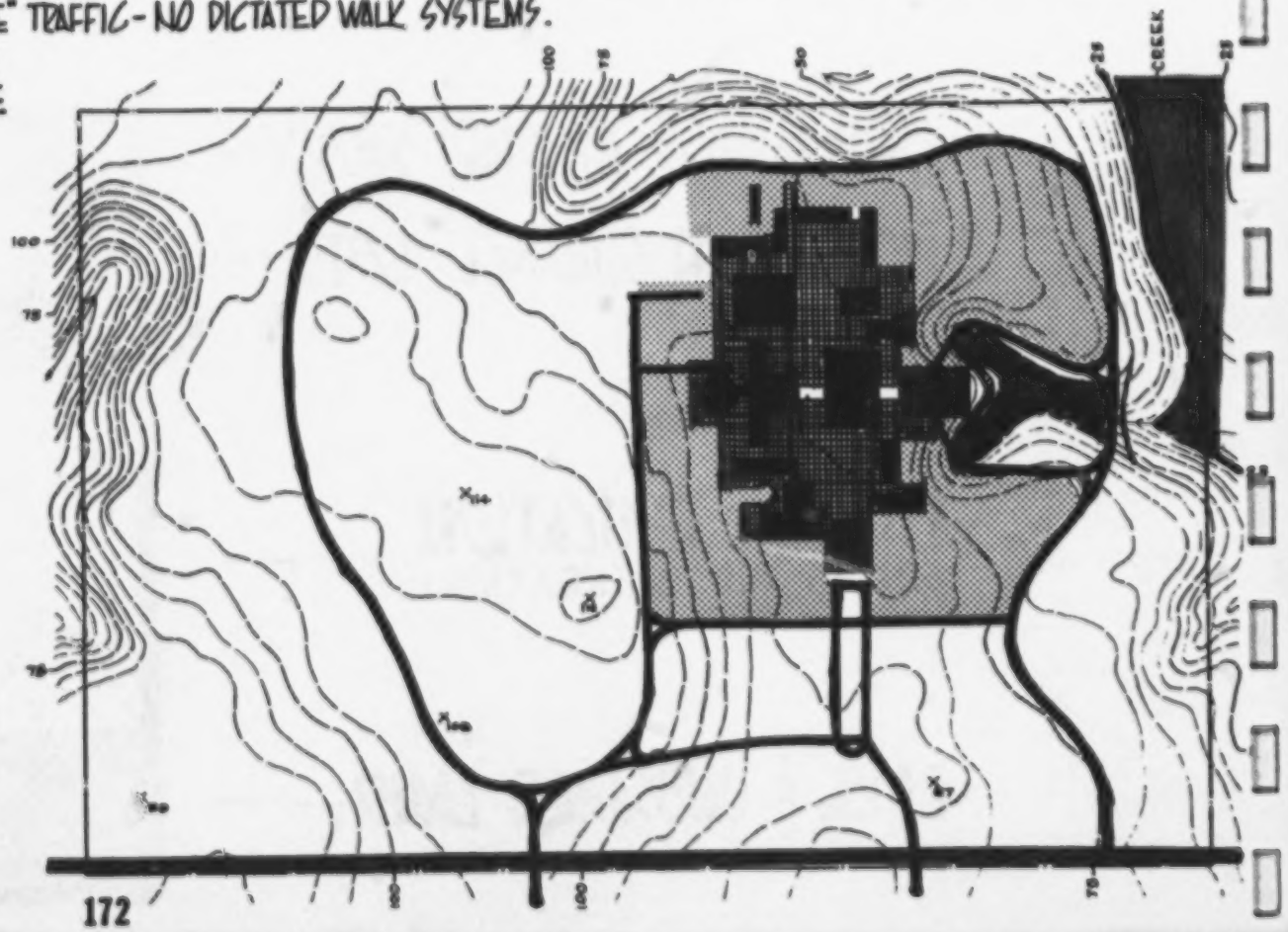
"SPINES" RUN FROM THE MAIN "LOOP" TO ALLOW FLOW OF TRAFFIC FROM THE MAIN HIGHWAY AND EVEN INTO ONE CENTRAL MAJOR PARKING AREA AT THE HEART OF THE LOOP. THIS SPINE IS TERMINATED IN A LOOP TO PREVENT THROUGH TRAFFIC AND ALLOW ACCESS FROM THE GYMNASIUM TO PHYSICAL EDUCATION PLAYING FIELDS. THE "LOOP" ALSO ALLOWS HEAVY SERVICE VEHICLES TO MOVE OUT-OF-SIGHT TO MAINTENANCE AREAS AT THE REAR CAMPUS. THE EAST "LOOP" PORTION WILL BE DROPPED BELOW SIGHT LINES TO THE LAKE VIEW SINCE THE TERRAIN FALLS OVER 20 FEET IN A VERY SHORT DISTANCE. PARKING AREAS ON THE EAST WILL ALSO TAKE ADVANTAGE OF THIS FEATURE. ALL PARKING AREAS WILL BE "HIDDEN" WITH LANDSCAPING TECHNIQUES, YET EASILY IDENTIFIABLE FROM VEHICLES, AND SHALL BE ARRANGED WITH A SENSE OF CONTROLLED DISORDER BUT WITH EASY ACCESS AND FLOW. THE PAVED "PLAZA" PEDESTRIAN AREAS ALLOW PROTECTED TRAFFIC FOR STROLLERS OR QUICK ACCESS BETWEEN BUILDINGS FOR "SURGE" TRAFFIC - NO DICTATED WALK SYSTEMS.

EMERGENCY AND SERVICE AREAS TO INDIVIDUAL LOCATIONS WILL BE PLANNED ACCORDINGLY.

ROADS

PARKING

PEDESTRIAN



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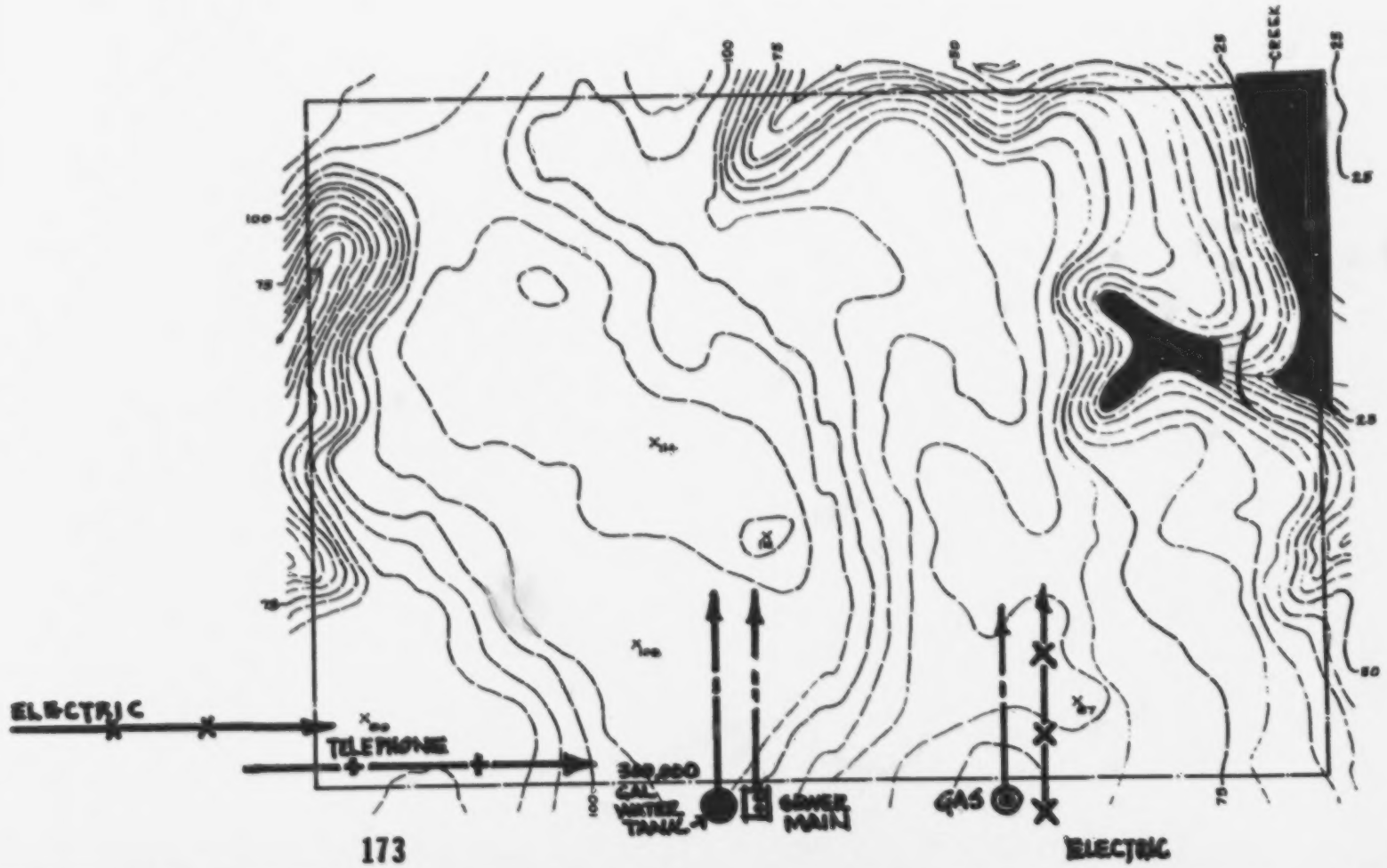
UTILITIES

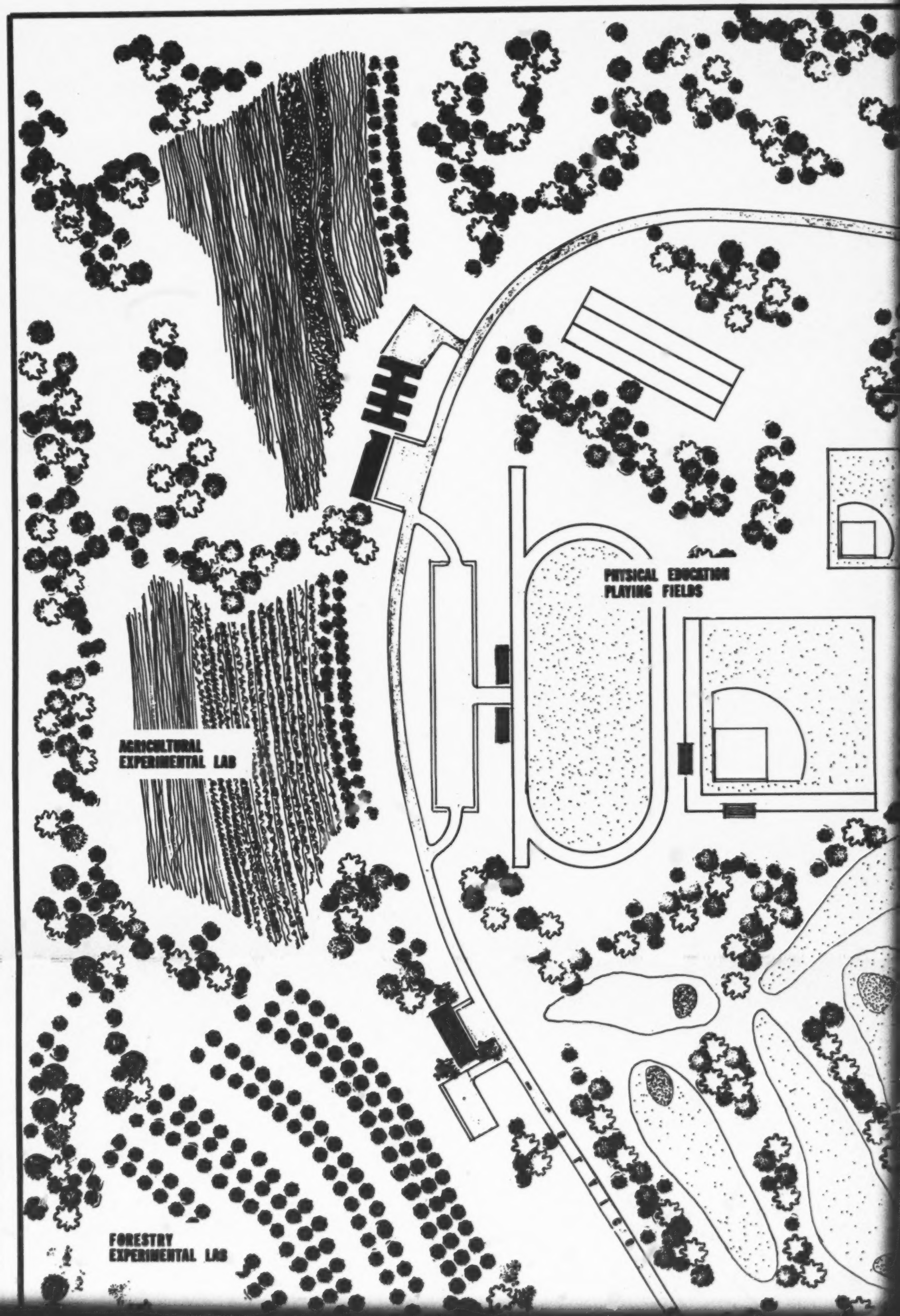
ALL UTILITIES ARE AVAILABLE IMMEDIATELY ADJACENT TO THE SITE. MUNICIPAL WATER AND SEWAGE SYSTEMS TOUCH THE SOUTHERN BOUNDARY OF THE CAMPUS APPROXIMATELY IN THE CENTER OF THE SITE.
PRELIMINARY CONFERENCES WITH UTILITY COMPANIES AND CITY OFFICIALS DISCLOSE NO PARTICULAR PROBLEMS EXIST, AND THAT THIS PHASE OF WORK CAN BE ACCOMPLISHED AT A REASONABLE COST.



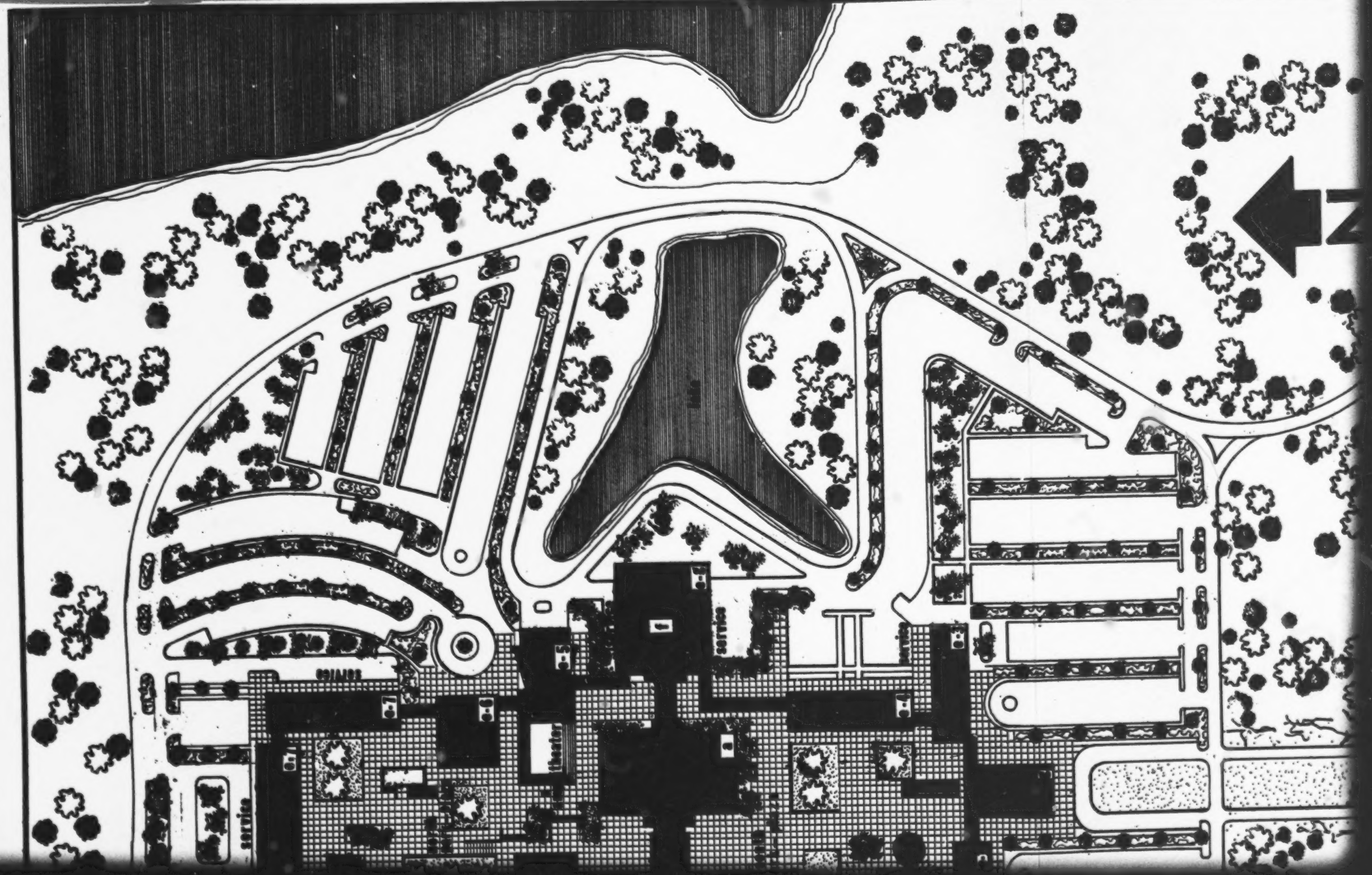
CONCLUSION

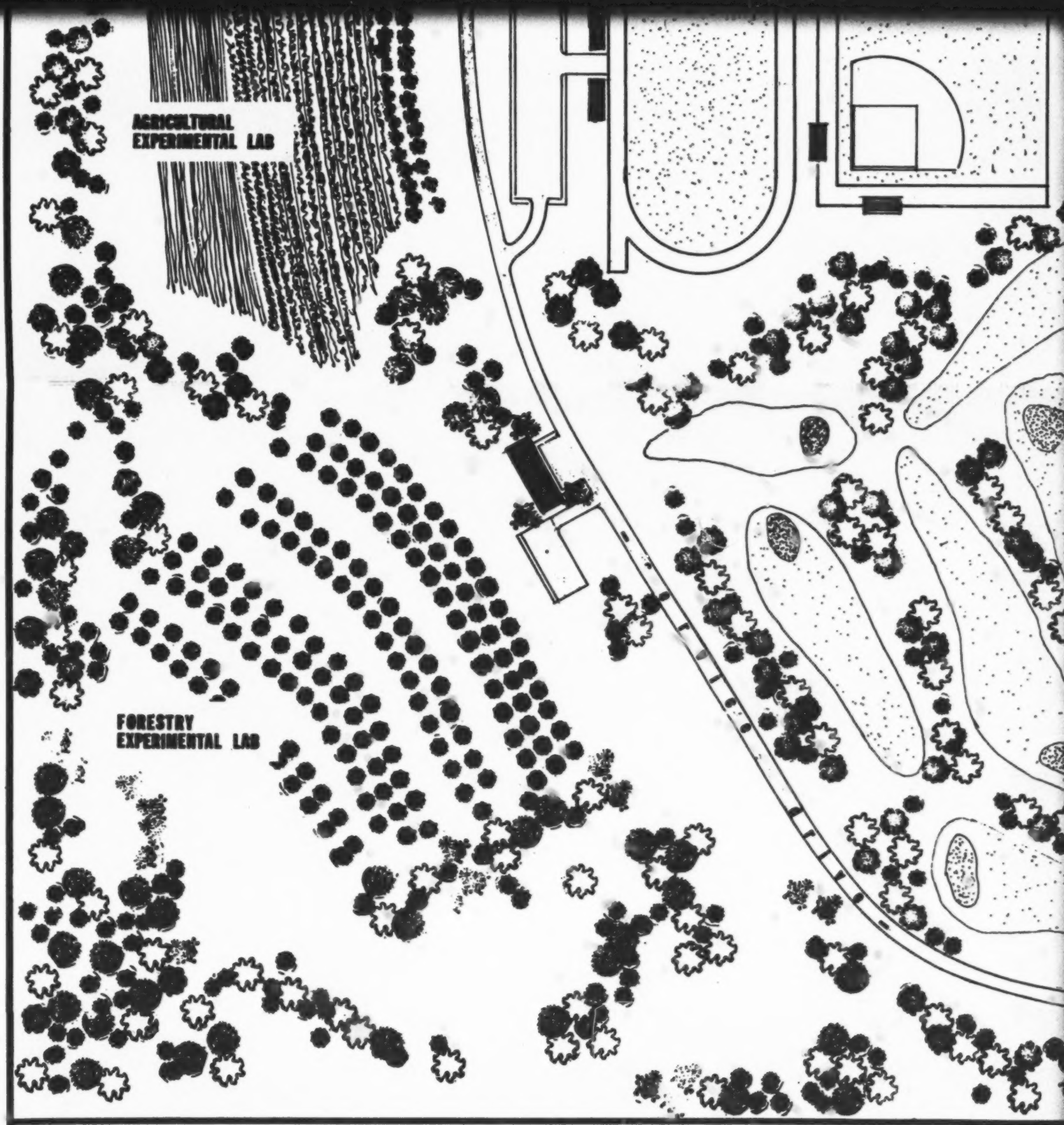
"WHEN I AM GOING TO DRAW A PICTURE, I MAKE UP MY MIND WHAT I AM GOING TO DRAW. THEN I ALWAYS START WITH THE FEET BECAUSE IF I START WITH THE HEAD I DON'T KNOW WHETHER I WILL HAVE ROOM FOR THE FEET."

EIGHT-YEAR-OLD ARTIST
NEW YORKER MAGAZINE, JAN. 5, 1957


PHYSICAL EDUCATION
PLAYING FIELDS
AGRICULTURAL
EXPERIMENTAL LAB
FORESTRY
EXPERIMENTAL LAB

service
service
service
service
service
theater
the


service
theater
service



LEGEND

STUDENT-INITIATED LEARNING AREAS

a-LIBRARY AND STUDENT BODY

b-RESOURCES: AUDIO VISUAL AND FACULTY

TEACHER-INITIATED LEARNING AREAS

c-LECTURE-DISCUSSION

d-MASS LECTURE

e-LABORATORY

1-light shops
2-sciences; greenhouse
3-business
4-domestic-personal services
5-teaching auditorium; amphitheater
6-fine arts
7-heavy shops
8-physical education

LEISURE-

f-STU
9-f

service

service

the green

control gate

identification sign

— highway —

cedar ave.

SURE-INITIATED LEARNING AREAS

f-STUDENT CENTER
9-food service lab

COLLEGE-ADMINISTRATION SERVICE AREAS

g-ADMINISTRATION
h-MAINTENANCE
i-UTILITIES
j-GATE HOUSE AND SECURITY

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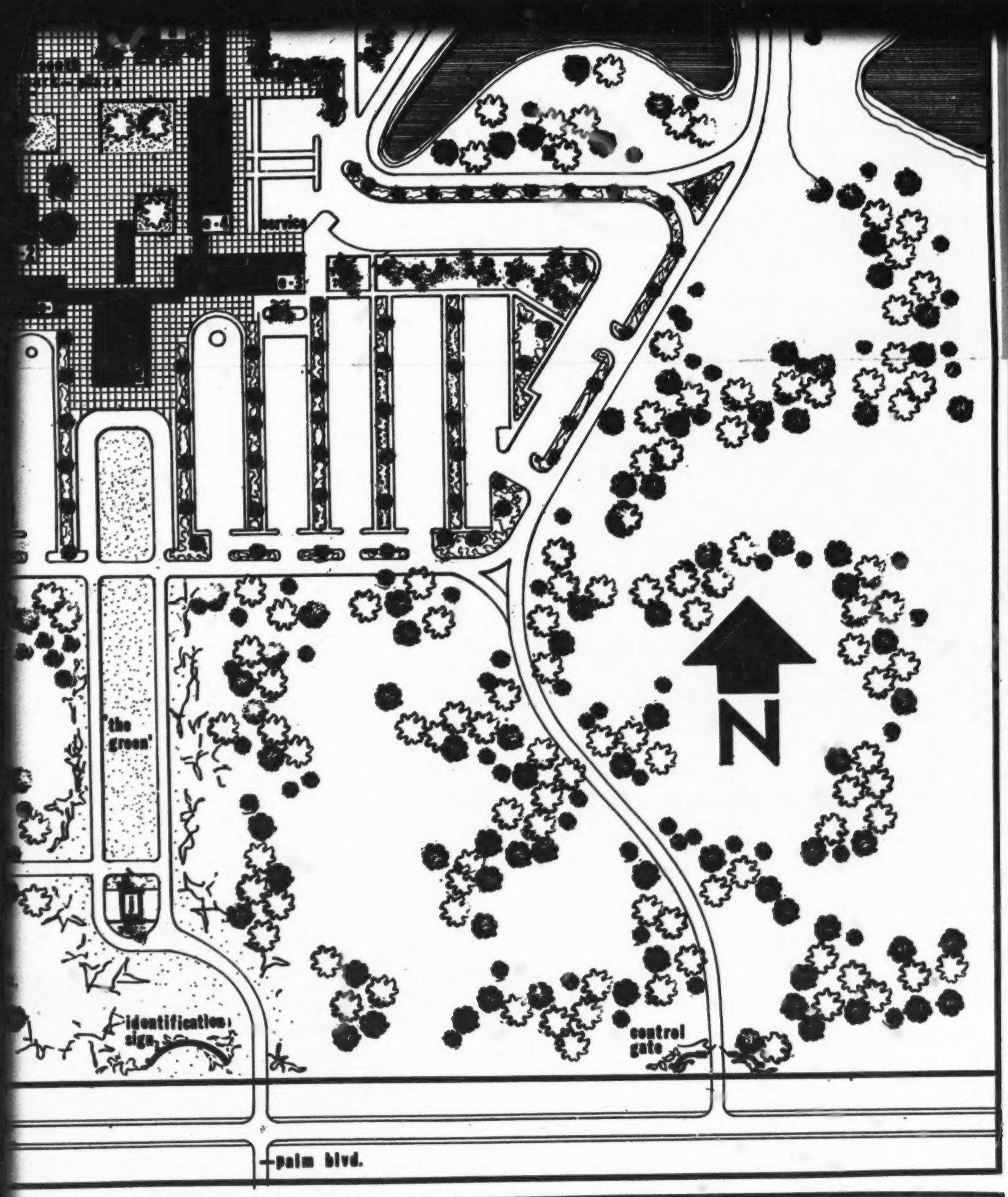
ARCHIT

M. J. SEALE, JR.

ENGIN



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M. J. SEALE, JR. & ASSOC.

ENGINEERS

CAMPUS PLAN

OKALOOSA – WALTON JUNIOR COLLEGE

walking distance in two minutes time

0 100 200 300 400 500 600

legend

OKALOOSA-WALTON
JUNIOR COLLEGE
MASTER PLAN

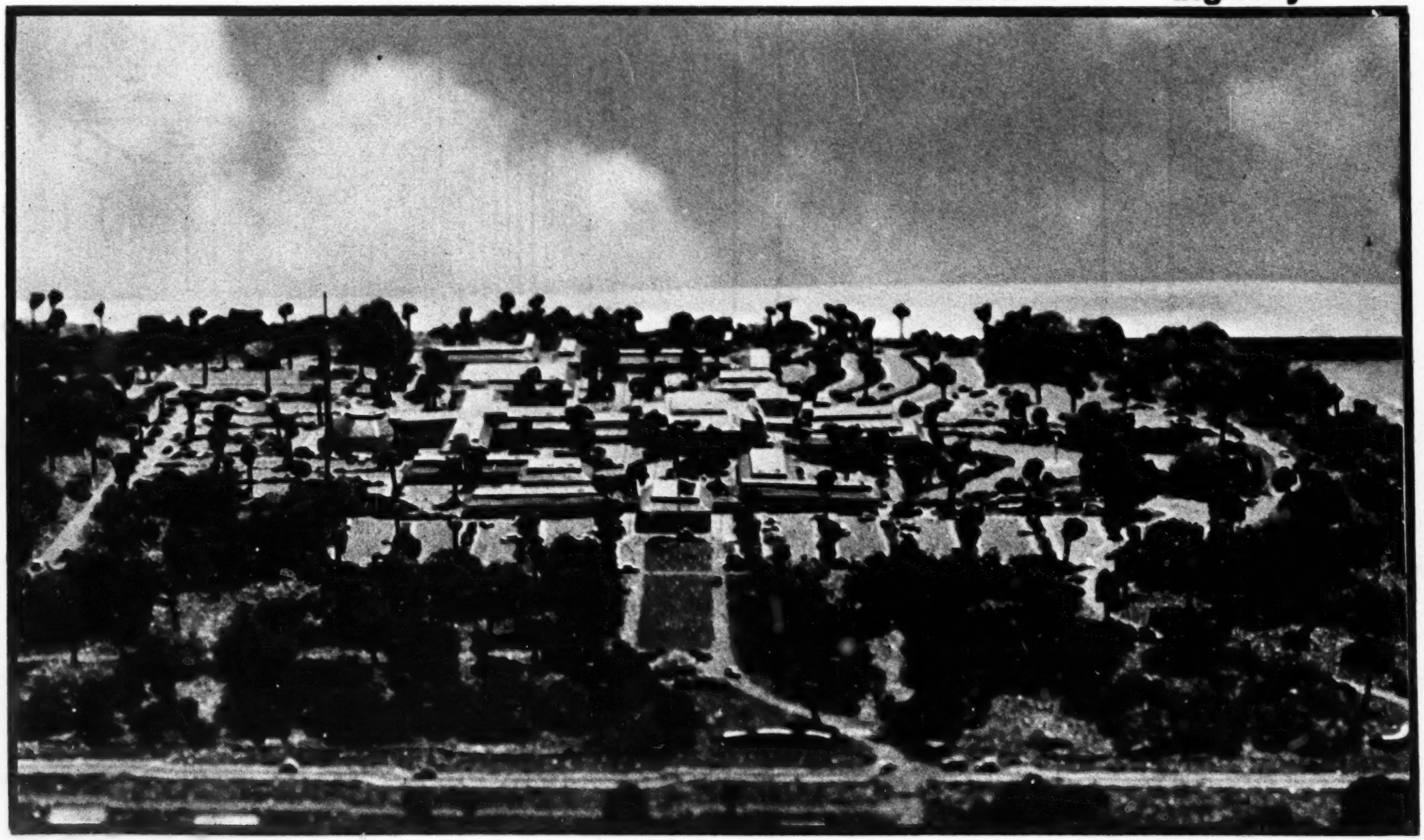
scale 1'-100'

VICINITY MAP

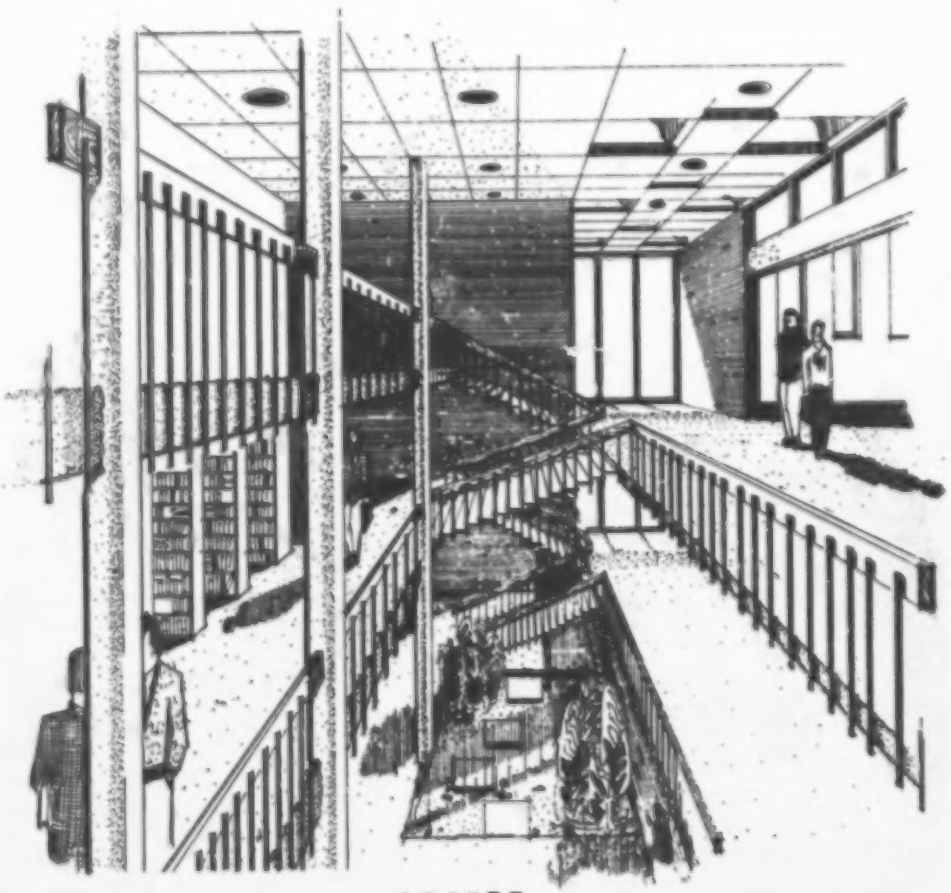
MODEL

model – lake view

model – highway view



DESIGN CONCEPT: THE BASIC ARCHITECTURAL PALLETTE - CONSISTING OF FUNCTION AND FORM ELEMENTS - SHALL BE A MEANINGFUL DEDICATION TO THE INVISIBLE SPIRIT OF THE LEARNER IN HIS ACTIVITIES AND TO THE VISIBLE CREATION OF AN ENVIRONMENT REFLECTING AND MAGNIFYING HIS PURSUITS . . .



ARCADE

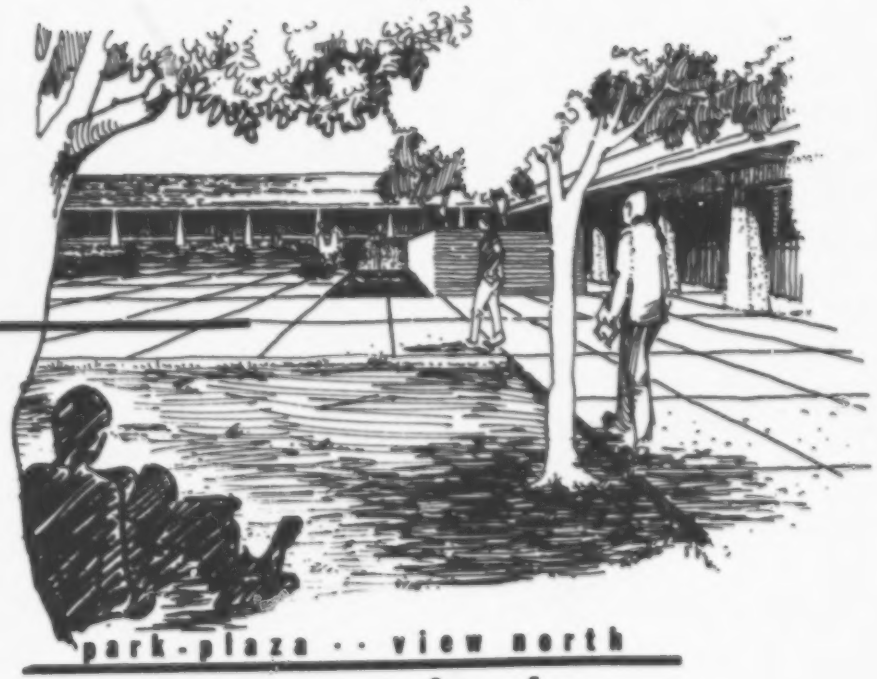
library

pedestrian freeway
home-base alcoves

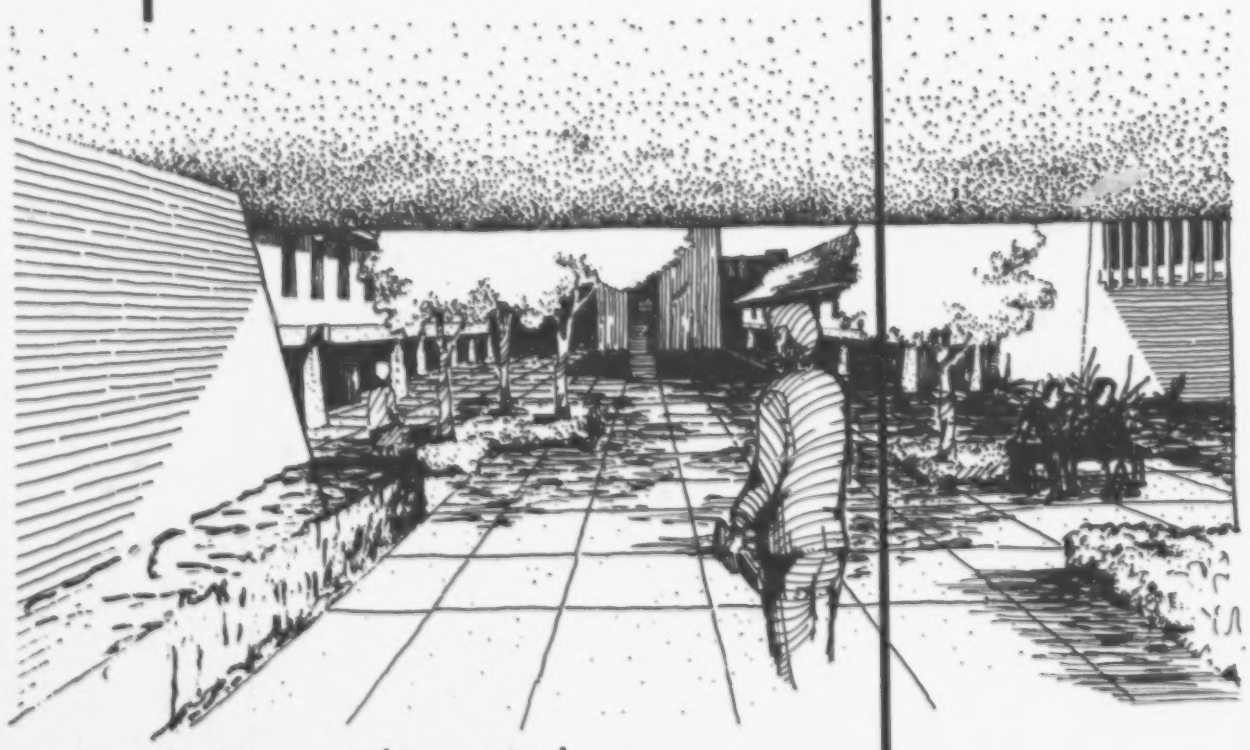
OKALOOSA-WALTON · JUNIOR COLLEGE
EDUCATIO OPTIMA
1963

groupings of buildings around the "symbolic" park-plaza . . .

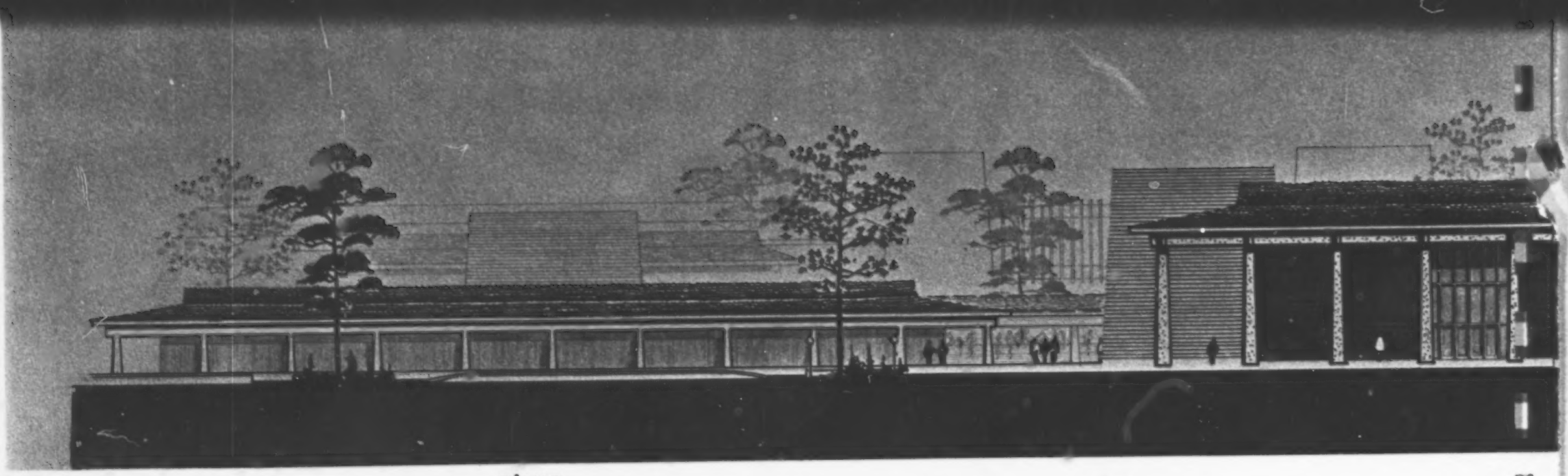
. . . "point of contact" . . . a place where people meet each other . . . people witness and want to be a part of doing . . . a living symbol form . . . . a place to house people, where you can go for a purpose or no purpose at all . . . free to sit and dream without lonliness, yet alone, to watch others or join them at will . . ."



park-plaza .. view north



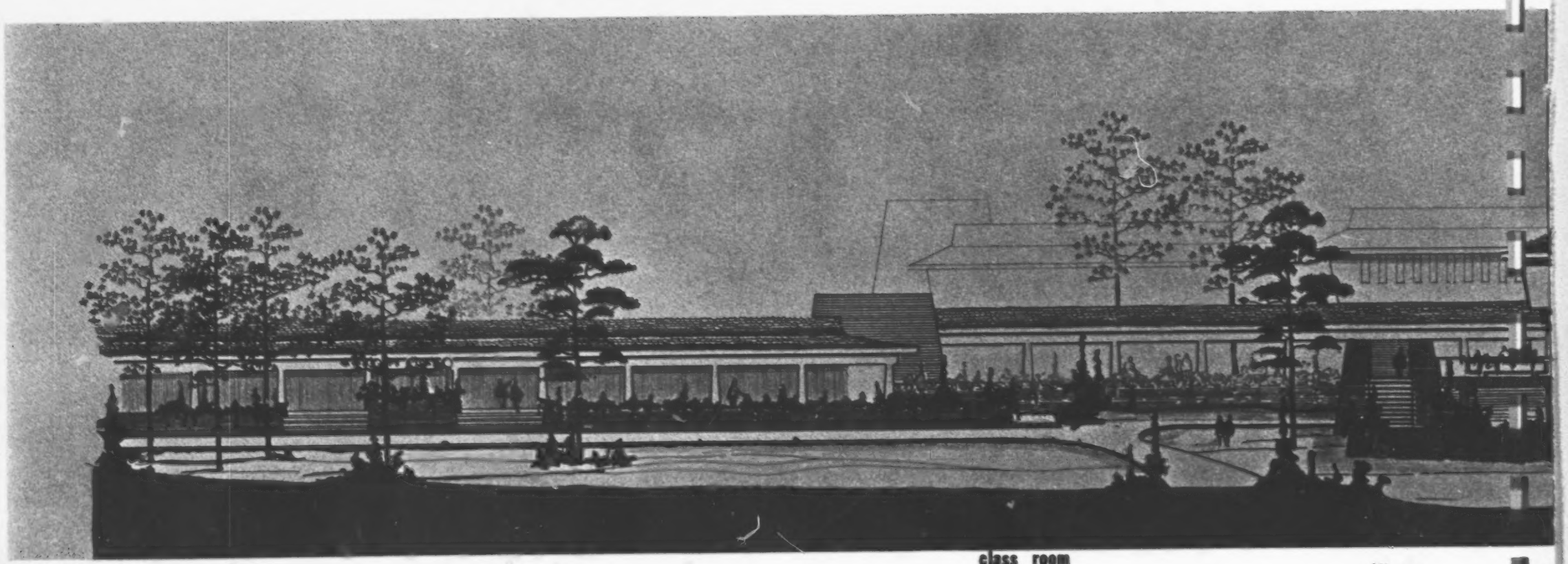
park-plaza .. view east



sciences

light shops

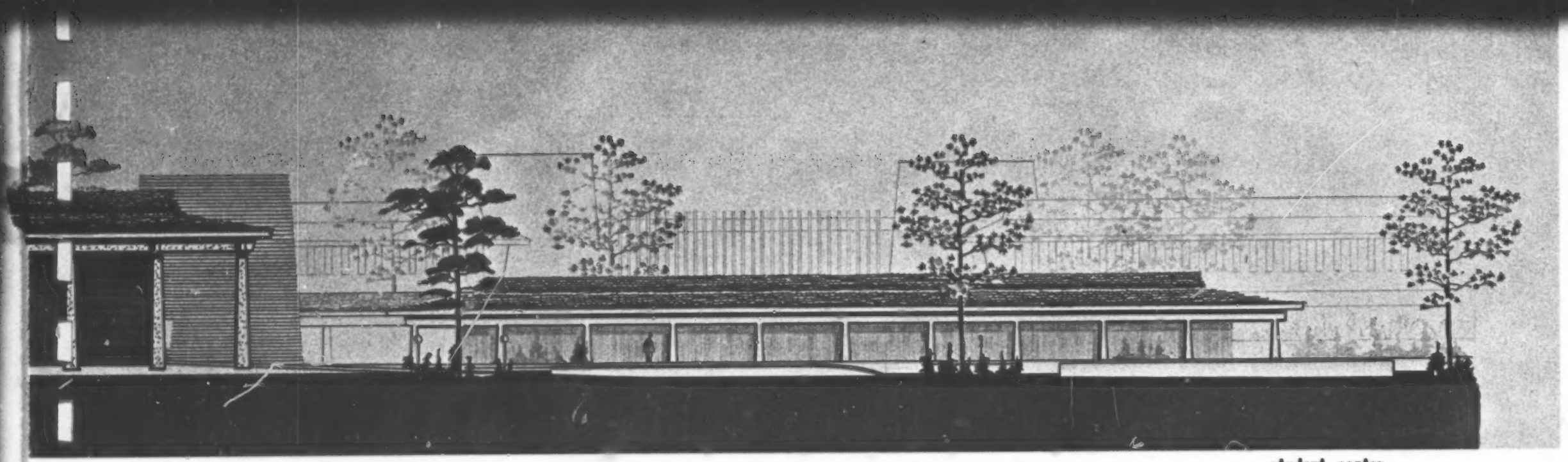
administratio



class room

library

domestic-personal services

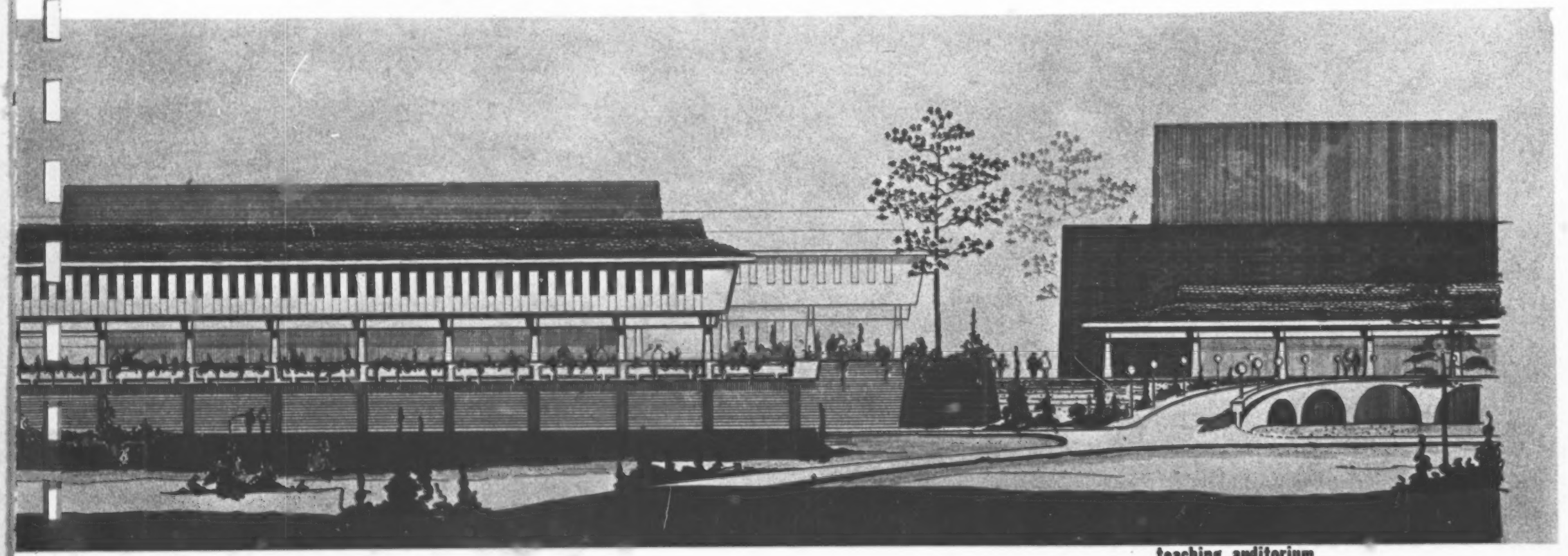


library

business

student center

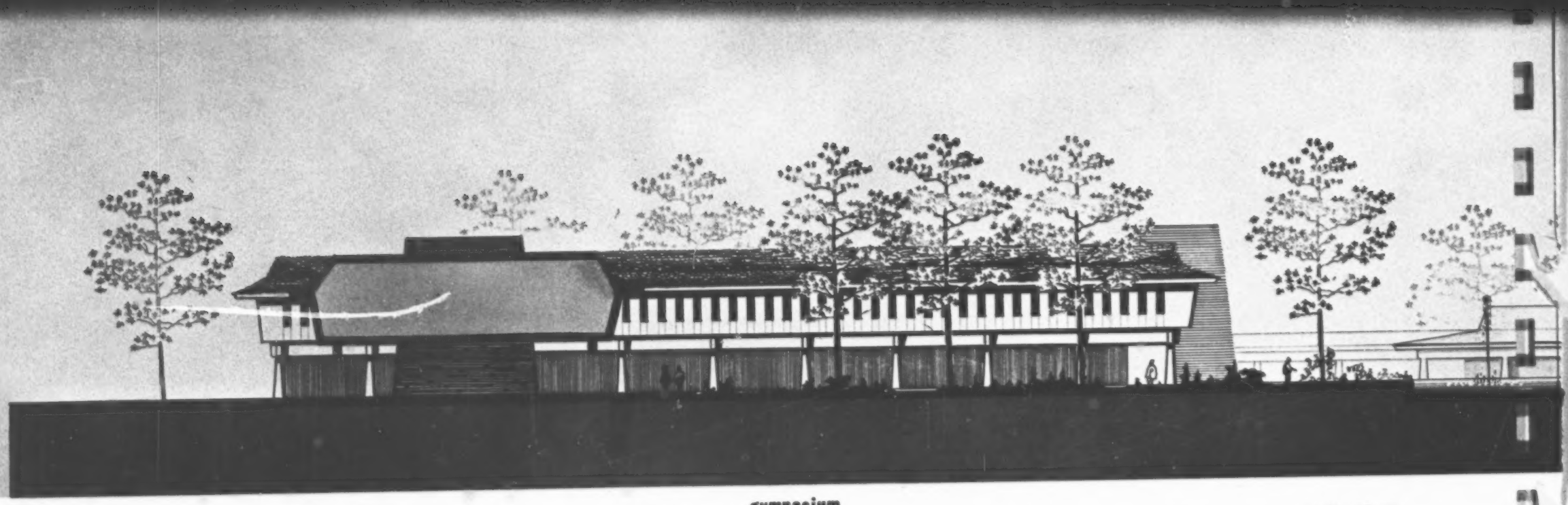
VIEW APPROACHING ADMINISTRATION BUILDING



student center

teaching auditorium

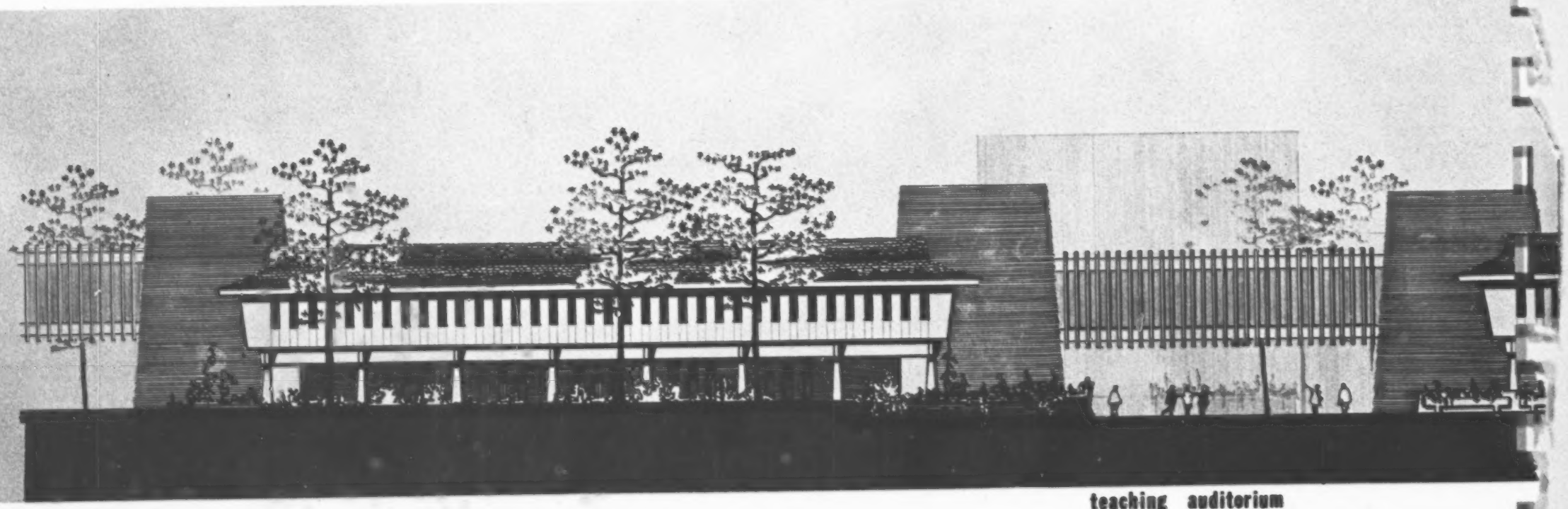
VIEW LOOKING WEST FROM LAKE



class room

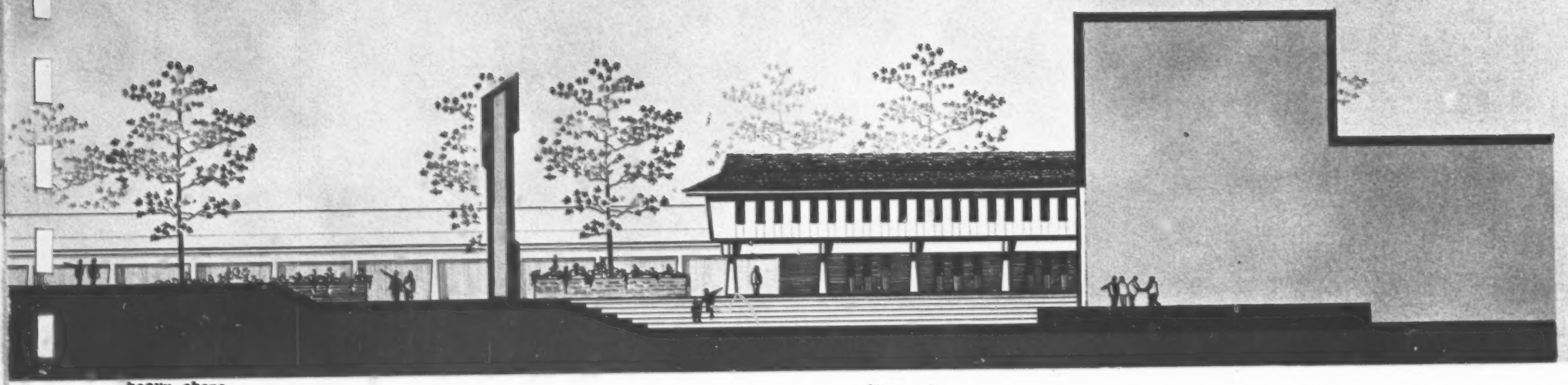
gymnasium

park plaza

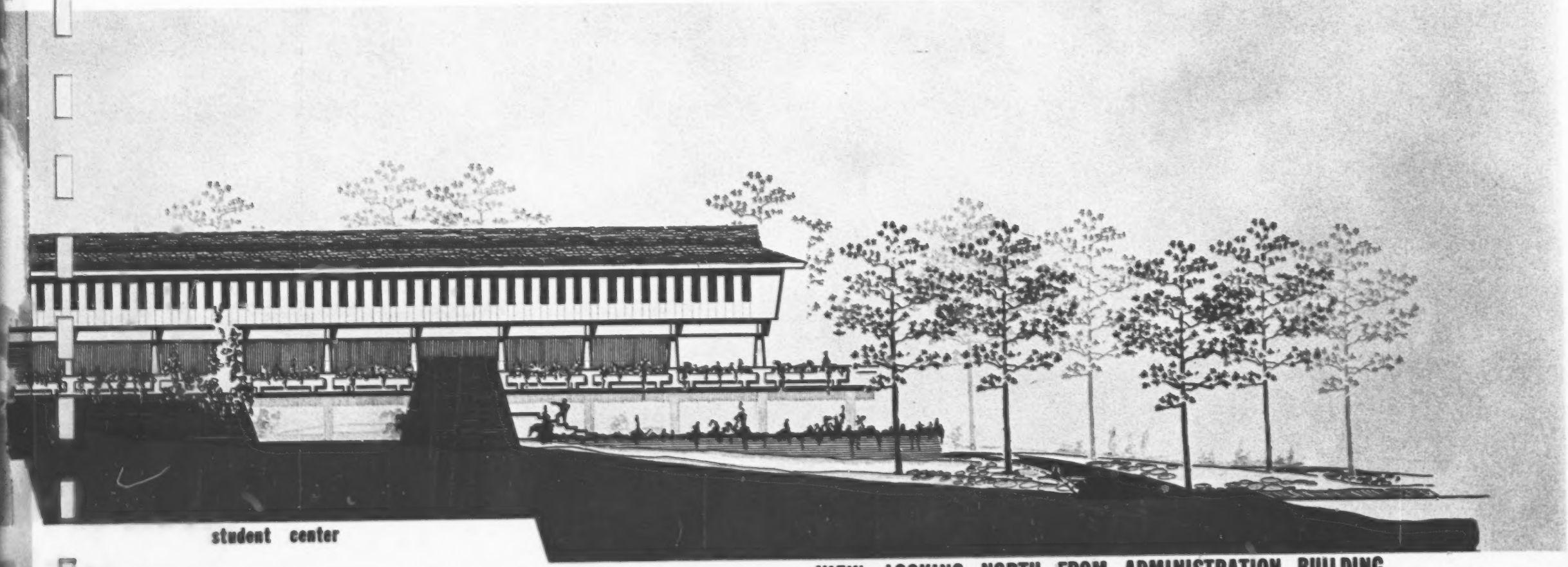


library

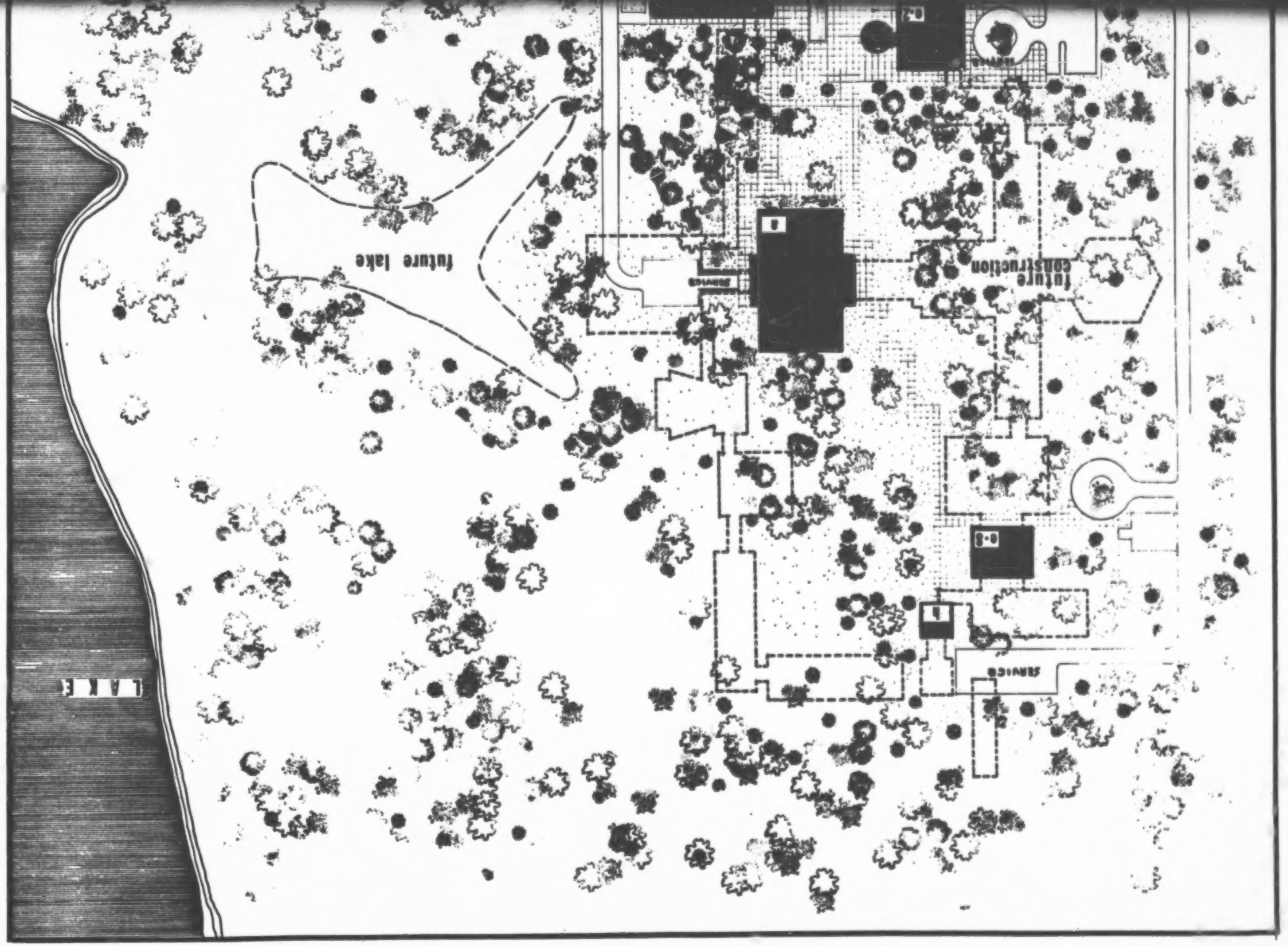
teaching auditorium



VIEW LOOKING NORTH FROM LEARNING RESOURCES CENTER



VIEW LOOKING NORTH FROM ADMINISTRATION BUILDING


future lake
future construction
SERVICE
SERVICE
LAKE

D-2

D-3

D-1

B

N

a- LEARNING RESOURCE CENTER:
library,a.v., student 'home bases',
classrooms,mass lecture,faculty
offices. . .

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FIRST-PHASE CAMPUS PLAN
OKALOOSA – WALTON

a - LEARNING RESOURCE CENTER:
library, a.v., student 'home bases', classrooms, mass lecture, faculty offices. . .

e - 2 - SCIENCES, GREENHOUSE

e - 1 - LIGHT SHOPS

g - ADMINISTRATION

e 3 - BUSINESS

e - 8 - PHYSICAL EDUCATION

h - MAINTENANCE

paved parking & drives

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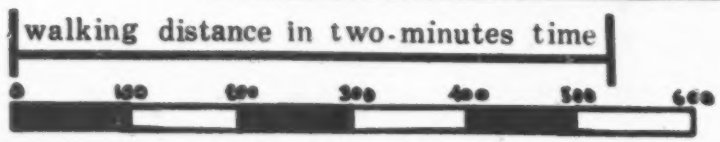
ENGINEERS

FIRST-PHASE CAMPUS PLAN
OKALOOSA – WALTON
JUNIOR COLLEGE

walking distance in two-minutes time



ON-SITE UTILITIES

Schematic diagrams of the on-site utilities are shown on the following pages. All services and distribution systems will be underground and concealed.

Final locations of all services will be studied in relationship to final building locations and paved areas to avoid location of lines and ducts in inaccessible areas. A positive attempt will be made to group services and follow an established grid which will be monumented for ease of location of lines and ducts whenever necessary.

Sewage... The sewage system will be gravity flow to a lift station in the City of Niceville system. Location of the lift station at an approximate elevation of 70 feet will allow service without on-campus pumping for all proposed buildings.

Storm Drainage... Collection systems will be provided for drainage of all roof water and water from paved parking areas. System will empty into the pond which will be constructed in a later phase of development.

Water Supply... Located immediately adjacent to the campus is a 300,000 gallon elevated water storage tank which is part of the City of Niceville system. This will provide ample pressure and assure an adequate supply of municipal water. A loop system of distributed is planned in order to stabilize pressures and further assure continuous water supply.

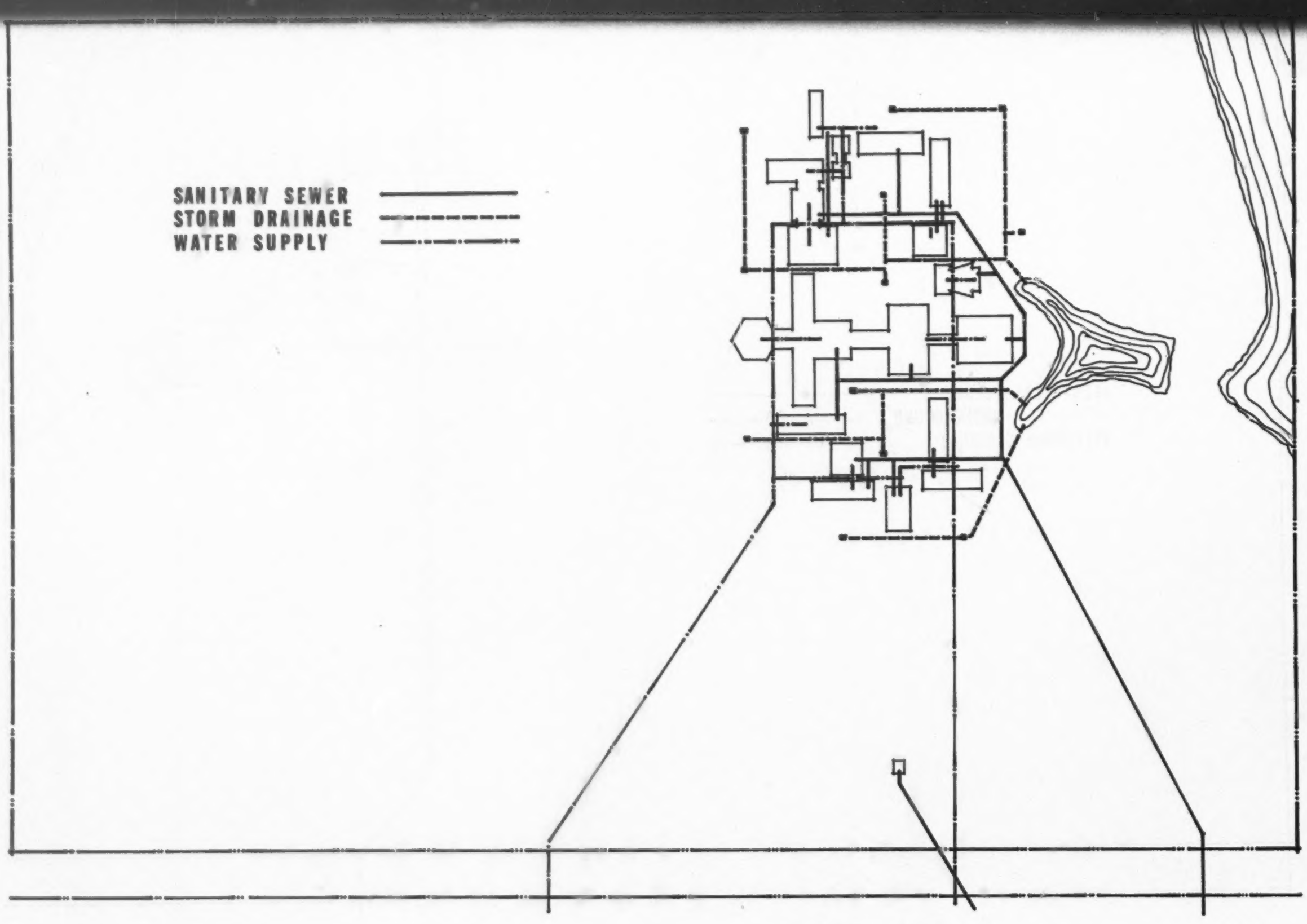
Electrical... Overhead electrical service will be run at the perimeter of the site. It will go underground at the property line north of the Utility Building. A primary distribution system is planned. Transformers will be ground-mounted enclosures in or adjacent to the respective buildings or groups of buildings which they serve.

Telephone... Underground telephone service will be provided to the central telephone equipment room which will probably be located in the Administration Building. It is contemplated that an automatic exchange system will be used. In the same duct system which will provide telephone distribution, other low voltage wiring and radio and television antenna will be run.

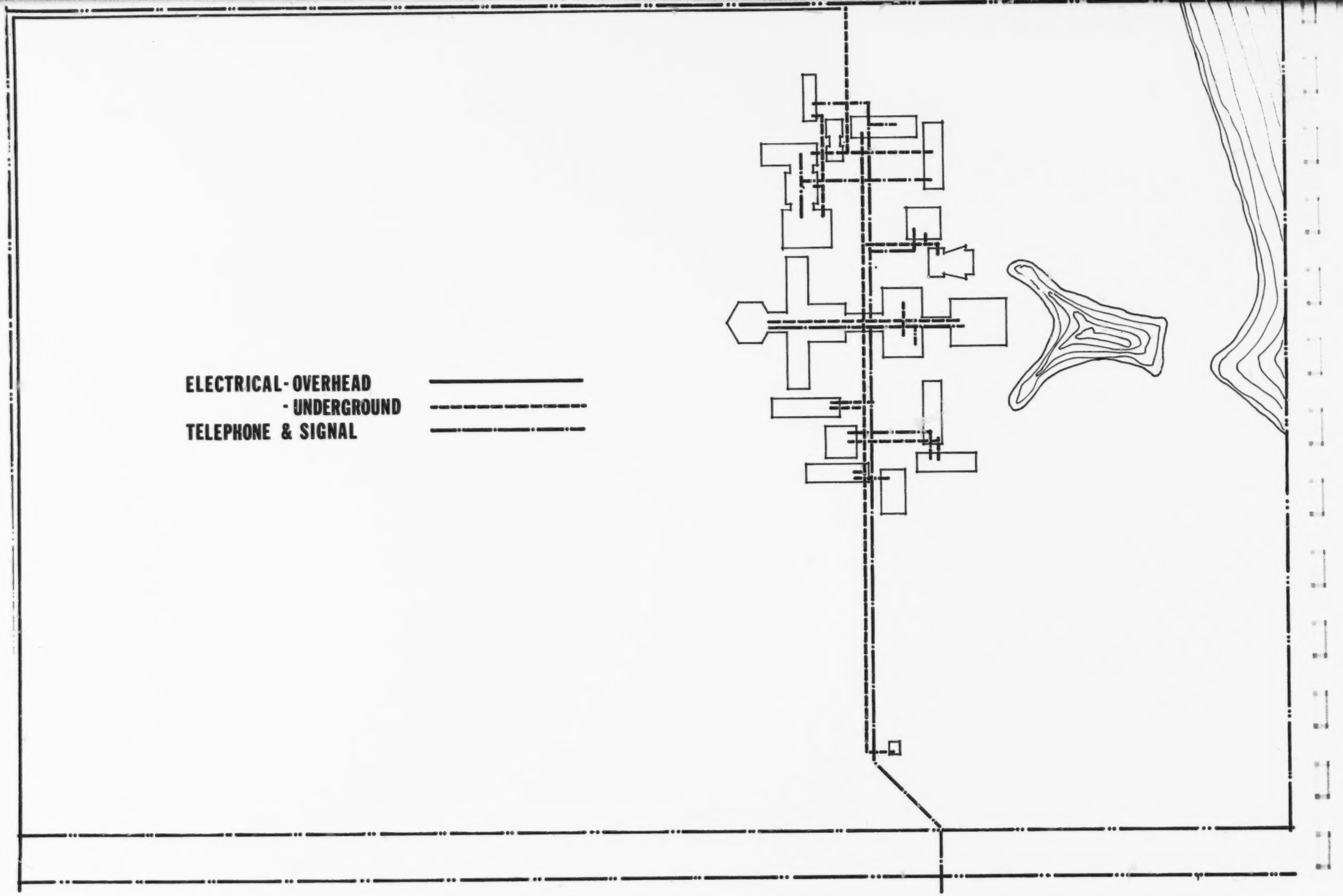
Climate Control... A central system will be provided for the production of hot water and chilled water. Even though the central equipment will be added in increments, the main distribution lines will be sized to provide for future expansion.

Gas... Natural gas is available from a municipal system and will be the fuel for the hot water boilers. Distribution will be made to those buildings housing activities requiring the use of gas - Science, Fine Arts, etc.

SANITARY SEWER
STORM DRAINAGE
WATER SUPPLY

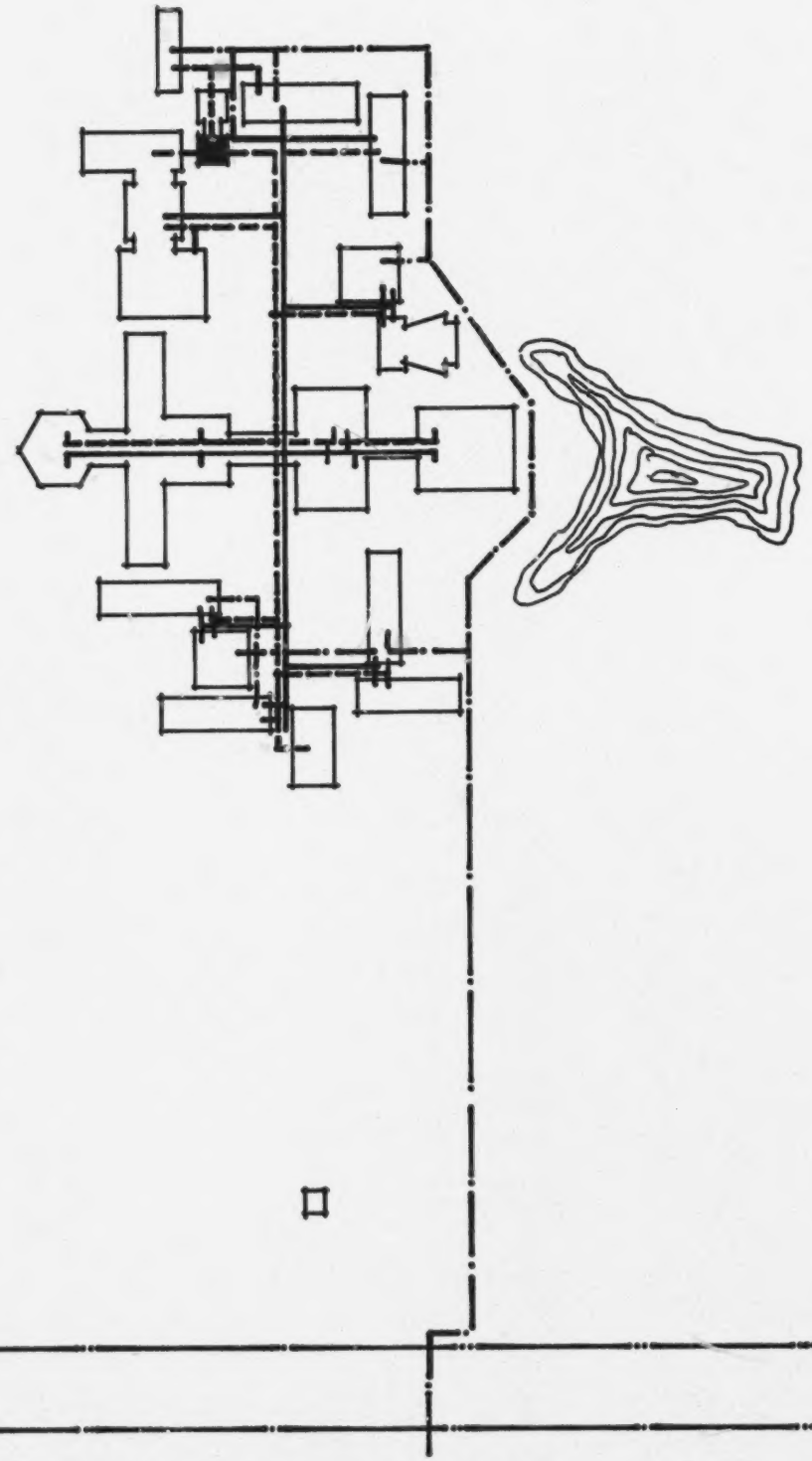


UTILITY PLAN no. 1



UTILITY PLAN no. 2

CLIMATE CONTROL
HOT WATER
CHILLED WATER
GAS



UTILITY PLAN no. 3

next steps...

The closure of insight which establishes a Development Prospectus is merely the doorway through which one passes into the next stages of a campus development. The mutual team effort of both the College and the Architect now turns toward implementation of this plan - concepts and interpretation of this plan. These become the springboard which shall lead to the details of the first phase implementation, as well as establishing an awareness of the vistas of future developments.

USE OF CONSULTANTS

With respect to implementation of the Master Plan, the approach of the Architects and the College will be to expand and strengthen their own knowledge and capabilities through the use of teams of consultants composed of seasoned experts in each of the fields in which assistance is sought. It is our considered opinion that specialists from particular disciplines and operational services will be of much greater value than one or more generalized consultants in the broad domain of collegiate architecture. It is anticipated that the involvement of these consultants will aid in crystallizing and verifying the details which are implicit in the general Development Prospectus.

NEW CHALLENGES

Even as a Development Prospectus is drawn to its close, new challenges and new opportunities are evident on the horizon. While the focus of attention in the present Prospectus has been on the portion of College activities which will be housed on the main campus, sight has not been lost of the services that must be provided for both now and in the future at numerous centers and locations throughout the two-county area. Not only does one perceive the needs and responsibilities for direct instructional contacts, but also the unlimited opportunities for community service and general cultural enrichment.

Even as details relative to initial facilities and to financing of the present plan are worked out, projects and plans are evolving for future developments.

SUMMARY

In summary, it is recognized that any given Development Prospectus is but a milestone in the long-range growth and development of an institution. Even though Okaloosa-Walton Junior College would find it difficult to contain its future within the limits of any given Development Prospectus, it is the considered judgment of the Architects and of the administration of the College that this Prospectus may constitute a beginning point which will lead to and provide for that dynamic growth which will permit the College to fulfill its commitment to serve.

APPENDIX A

EXTRACT FROM
ALTERNATIVE PLANS OF ORGANIZATION AND OPERATION OF
GENERAL ADULT AND VOCATIONAL EDUCATIONAL SERVICES
IN AREAS SERVED BY COMMUNITY JUNIOR COLLEGE

Section 130-8.73 of the State Board of Education Regulations requires county boards contributing to the support of a junior college which is also concerned with these services makes it necessary that the county board adopt policies assigning specific responsibilities for these services to the various components of the school system under its jurisdiction.

As an aid to county boards and superintendents in developing such policies, the Division of Vocational and Adult Education and the Division of Community Junior Colleges have identified four general plans for the organization and operation of vocational and adult education in counties having junior colleges.

The initiation of any plan of operation will require the following:

The boards and superintendents of cooperating counties must establish a policy of educational services for which the public school system including grades 1-12 and the community junior college is to be responsible.

The community junior college administration, faculty, and advisory committee must accept and support the role and responsibilities of the community junior college as envisaged in the plan of operation adopted.

When the community junior college assumes responsibility for programs of general adult and/or vocational education, the personnel who are assigned administrative or supervisory responsibilities for these services must become familiar with the principles and procedures involved in the initiation and operation of such programs. Such individuals should establish working relationships and liaison procedures with appropriate divisions and sections of the State Department of Education, and avail themselves of opportunities made available for in-service orientation and education.

Following are listed the four organizational patterns, the pre-existent conditions at the county level which

would make it feasible to adopt a particular pattern and the conditions which will need to be met if the pattern is to operate efficiently. The most efficient implementation of any of these patterns is dependent upon appropriate policy decisions at the local and/or state levels.

PLAN I

(Editor's Note: The modus operandi of Okaloosa - Walton Junior College)

If (A) there is real evidence of a philosphical commitment to the value and purposes of general adult and vocational-technical programs existing within the college administration and faculty, and

(B) there are educational needs not being met because of limited existing programs of general adult and/or vocational education; and/or there is good evidence to indicate that by administering these existing programs through the community junior college they will be expanded and improved to meet more adequately the needs of the community,

then it is recommended that the community junior colleges have primary responsibility for education of persons beyond the high school age.

If this pattern is to operate efficiently, the following conditions must be met at the local level:

(A) A competent person qualified under existing regulations to head each of these programs, i.e. the general adult education (community services) program and the vocational-technical program, is placed on the staff of the college at a level comparable to that occupied by other major program heads, thus affording comparable opportunities and encouragement for the development of these programs within the college framework, and

(B) funds accuring to the county board of public instruction for the support of general adult and vocational-technical programs assigned to the community junior college are transferred to the budget of the college.

APPENDIX B

TABULATION OF PROJECTED ENROLMENTS BY COURSE

1700 Full-Time Equivalent Enrolment

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture-Discussion					
English & Humanities					
41000	600	2	1,200	25	48
41050	45	2	90	25	4
41060	23	1	23	25	1
42740	23	3	69	25	3
41010	45	2	90	25	4
42260	223	3	69	25	3
31760	70	1	70	25	3
31770	70	1	70	25	3
31780	70	1	70	25	3
31750	70	2	140	25	6
42200	45	2	90	25	4
42500	23	3	69	25	3
12400	23	3	69	25	3
Totals			2,119		88
Music					
31210	92	3	276	25	12
31500	105	3	315	25	15
Totals			591		27

APPENDIX B (continued)

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture-Discussion (continued)					
Art					
31750 - 32010	92	2	184	20	8
Foreign Language					
41400 - 41610	184	2	552	25	24
Physical Education					
21400	23	2	46	25	2
21460	23	3	69	25	3
21900	23	3	69	25	3
22960	23	3	69	25	3
Totals			253		11
Business					
11110	23	1	23	25	1
12600	23	2	46	25	2
12100	23	1	23	25	1
12500	23	2	46	25	2
11310	45	2	90	25	4
11500	23	2	46	25	6
12700	23	3	69	25	3
12720	23	3	69	25	3
12000	70	2	140	25	6
12770	23	3	69	25	3
12760	45	2	90	25	4
12200	23	3	69	25	3
Totals			780		38

APPENDIX B (continued)

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture-Discussion (continued)					
Science					
71150	23	3	69	25	3
72200	23	3	69	25	3
71400	23	3	69	25	3
72870	23	3	69	25	3
72000	23	3	69	25	3
71410	23	3	69	25	3
71370	23	3	69	25	3
71360	90	2	180	25	8
71300	90	2	180	25	8
72860	45	2	90	25	4
Totals			933		41
Mathematics					
52000	45	3	135	20	12
52020	45	2	90	25	4
52010	23	3	69	20	6
52101	23	2	46	150	2
51100	45	2	90	25	4
51360	45	1	45	25	2
51110	23	3	69	25	3
51010	115	2	230	25	10
11300	23	3	69	25	3
52370	23	3	69	25	3
11400	23	3	69	25	3
Totals			981		52

APPENDIX B (continued)

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture-Discussion (continued)					
Social Sciences					
21000	45	2	90	25	4
62700	23	3	69	25	3
62010	23	3	69	25	3
62000	90	2	180	25	8
62020	45	2	90	25	4
61330	70	2	140	25	6
62780	23	3	69	25	3
61360	45	2	90	25	4
62560	23	3	69	25	3
62860	70	2	140	25	6
61340	23	3	69	25	3
61260	45	2	90	25	4
62770	45	2	90	25	4
62760	70	2	140	25	8
61380	23	3	69	25	3
61000	90	2	180	25	8
Totals			1,644		74
Grand Totals			8,037		363

APPENDIX B (continued)

1700 Full-Time Equivalent Enrolment

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture					
English					
41000	600	1	600	150	4
41050	45	1	45	150	1
41010	45	1	45	150	1
31760	70	1	70	150	1
31770	70	1	70	150	1
31780	70	1	70	150	1
31750	70	1	70	150	1
42200	45	1	45	150	1
Totals			1,015		11
Business					
11310	45	1	45	150	1
12000	70	1	70	150	1
12760	45	1	45	150	1
Totals			160		3
Mathematics					
52000	45	2	90	150	2
52020	45	1	45	150	1
51100	45	1	45	150	1
51360					
51010	115	1	115	150	1
Totals			295		5

APPENDIX B (continued)

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Lecture (continued)					
Sciences					
71100	45	3	135	150	3
72400	45	3	135	150	3
71510	180	3	540	150	6
71560	90	3	270	150	3
52560	45	3	135	150	3
71360	90	1	90	150	1
71300	90	1	90	150	1
72860	45	1	45	150	1
Totals			1,440		21
Social Sciences					
21000	45	1	45	150	1
62000	90	1	90	150	1
62020	45	1	45		1
61330	64	1	64		1
61360	45	1	45		1
62860	64	1	64		1
61260	45	1	45		1
62770	45	1	45		1
62760	64	1	64		1
61000	90	1	90		1
Totals			597		10
Grand Totals			3,507		50

APPENDIX B (continued)

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Laboratory					
Art					
31750 - 32010	92	3	276	20	12
Business					
11110	23	3	69	20	6
12600	23	2	46	20	4
12100	23	3	69	20	6
12500	23	3	69	20	6
11500	23	3	69	20	6
Totals			322		28
Sciences					
71100	45	2	90	20	6
71150	23	2	46	20	4
72200	23	2	46	20	4
72400	45	2	90	20	6
71400	23	2	46	20	4
71510	180	2	360	25	16
71560	90	2	180	25	8
72870	23	2	46	25	2
72000	23	2	46	25	2
52560	45	2	90	25	4
71400	23	2	46	25	2
Totals			1,086		58

APPENDIX B (continued)

Type Space/Course	Av. Projected Student Enrol.	Course Contact Hrs/Wk	Total Student Contact Hrs/Wk	Desired Class Size	No. Periods/Wk Required
Laboratory (continued)					
Music					
31210	92	2	184	25	8
31310	70	3	210	25	9
31400	23	1	23	25	1
Totals			417		18
Foreign Language					
41400 - 42620	184	2	368	25	16
Physical Education					
21930	590	2	1,180	50	24
21930	410	2	820	50	18
Totals			2,000		42
Grand Totals (Art, Business, Science)			1,684		98

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